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ABSTRACT

A selection of readings in the areas of career guidance and career development featuring programs at K-12, junior college, college level and for special populations plus annotated bibliography of articles and documents. All selections are from ERIC/CAPS RIE input and local file. (SK)

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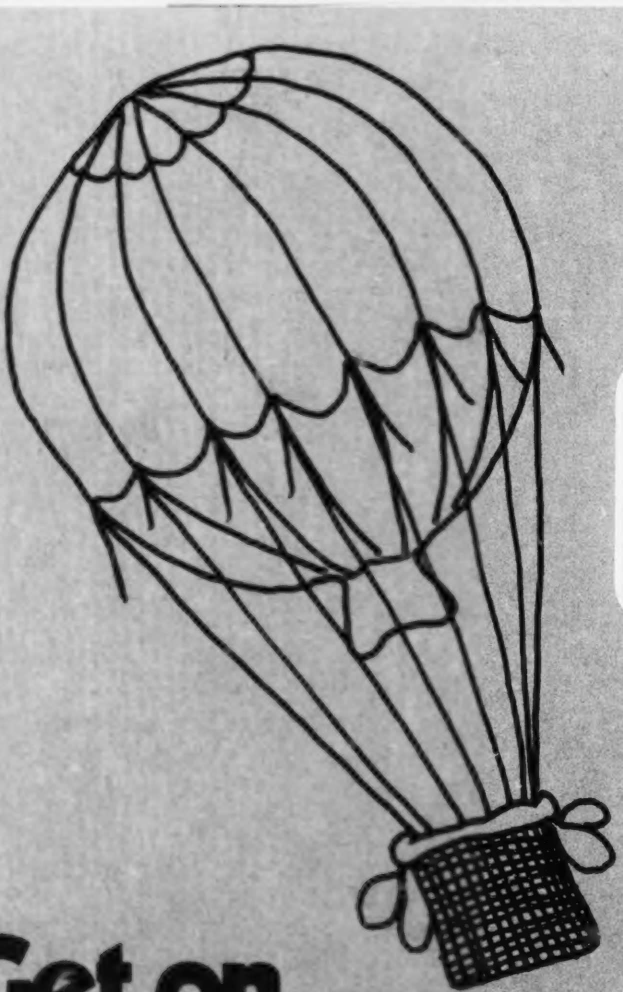

READINGS

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Get on Top of Career Development!

CG 400 083

The APGA/Impact Workshop
on Career Development and Career Guidance

SELECTED READINGS AND ANNOTATED BIBLIOGRAPHY

from

RESEARCH IN EDUCATION

(submitted by Educational Resources Information Center

- Counseling and Personnel Services)

January 1971 - June 1973

CG 400 082

This paper was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education or Impact position or policy.

PREFACE

The following materials relate to the topic of Career Development and Planning. Readings have been divided according to several key areas -- Elementary, Secondary, Post-secondary, Special programs and Resources, and Tests and Evaluation. In addition to the enclosed readings, each chapter includes an annotated bibliography covering the most up-to-date resources available in hardcover or microfiche from the Educational Resource Information Center.

It is hoped that the enclosed materials will provide a basic resource for counseling and personnel workers interested in career development and planning, and will lead to further investigation in the area.

Compiled by:

Susan Kersch

Ronald Kopita

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Garry Walz

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ERIC/CAPS

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The ERIC System

ERIC is a nationwide information system designed to serve the field of education through the dissemination of educational resources and research materials. Funded by the U.S. Office of Education, this network consists of a central staff at the U.S.O.E. and 19 decentralized clearinghouses, each focusing on a special subject area

ERIC: 1) collects, stores and disseminates information on education, 2) furnishes copies of educational documents at nominal cost, 3) prepares bibliographies and research reviews on critical topics in education and guidance, coordinates the efforts of decentralized information centers throughout the country.

Counseling and Personnel Services Information Center

CAPS is one of the 19 ERIC clearinghouses and is associated with The School of Education at The University of Michigan. In addition to the major information services in the ERIC system, CAPS is engaged in a number of funded, on-going research and development projects; and publications programs with schools, colleges and state departments of education.

A major function of CAPS is to contribute regularly to Central ERIC reference products. Information about ERIC products is available in a brochure which you may order from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ("How to Use ERIC," Order No. OE-12307-A, price 30 cents).

(over)

Scope of ERIC/CAPS

ERIC/CAPS is responsible for the collection and analysis of materials and research reports relating to the preparation, practice and supervision of counselors and other personnel workers at all educational levels and in all settings. Materials and publications of the Center discuss theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation.

Also included are materials on the nature of pupil, student, and adult characteristics; descriptions of educational, occupational and community settings; and discussions of the types of assistance provided by personnel workers in such areas as career planning, family consultation, and student orientation activities.

ERIC/CAPS is constantly seeking to acquire all documents relevant to its scope. If you have a document that you feel would be of interest, please send two copies and an abstract to ERIC/CAPS.

ERIC/CAPS also maintains its own collection of documents in *Research in Education* as well as all documents sent to the Center.

ERIC/CAPS Publications

Impact is a bimonthly magazine geared to the informational needs of practicing helping professionals. It includes in-depth articles on counseling and social topics, resources, case studies and interviews with prominent members of helping and educational fields. Cost per year is $9.00.*

CAPS Capsule keeps you informed of the Center's activities and new products. Each issue provides stimulating discussion and comment on a current issue in personnel services. CAPS Capsule is published one or two times per year and is available free of charge.

The *Personnel Services Review* is a series of publications on particular personnel work practices. They will help you understand new practices, survey prior use of these practices, and develop a plan for using them in your work setting. Available upon request, normally $1.00 each.

Searchlight, retrospective searches, contain bibliographic materials and abstracts on selected topics (e.g. counseling and aging, accountability, counseling for drug abuse etc.) Published periodically, the cost is $1.00 each.

Various other resource papers are published periodically. They are announced in *Impact* or *CAPS Capsule* or write to the ERIC/CAPS Center for a listing of available resource papers.

*Special group rates are also available

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CAREER EDUCATION - MORE THAN A NAME*

By S. P. Marland, Jr.
U.S. Commissioner of Education
Department of Health, Education, and Welfare

Speaking in Houston earlier this year, as you may have heard, I had occasion to urge that the term vocational education be dropped in favor of career education. Since that change would result in different job titles for you, not to mention a rather significant alteration in your professional lives, I think I owe you an explanation.

Let me say first of all that I was not indulging in an empty image-building exercise, the mania that leads us into such aberrations as renaming dog catchers canine administrators. A dog catcher by any other name will still catch dogs. But career education, as I envision it, will be, to mix my mammals, a horse of quite a different color. While it will necessarily and properly embrace many of vocational-technical education's skill-producing activities, it will also reach a large percentage of students now unexposed to the usual vocational education offerings. Instead of the slightly less than 25 percent of high school students now enrolled in some kind of vocational skills programs, for example, the career education concept could affect, and affect in a fundamental fashion, as high as 80 percent of those young people.

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*Before the annual meeting of the State Directors of Vocational Education, Skyline Inn, Washington, D.C., Tuesday, May 4, 1971, 9:00 a.m.

My motivation in suggesting Career Education is to acknowledge that the best of our vocational education is very good indeed but does not, under its present stereotype, serve enough students. Vocational courses, cooperative work experience, occupational training -- by whatever name, this kind of education has provided millions of Americans with very usable skills. Equally important, it has given them a sense of the world that lies beyond the classroom. Too much of the rest of education fails significantly in this respect.

It is precisely vocational education's sense of continuity that should be extended to all education. The connection between education and a person's life work should be as obvious to others engaged in education as it is to you who are experts in the field. But the fact is that millions of children are processed through the classrooms of this Nation every year in a kind of mindless shuffle that hardly deserves the name of education. How many of these young people, so many the victims of the general curriculum, will succeed in life, we can only guess at. But I suspect that those who do achieve some measure of success will be a very tiny minority of heroic types who can overcome the gross handicap of an inadequate public school preparation. For the rest, the great majority, personal failure patterned after and largely caused by the failure of those who sought to educate them is predictably certain.

I have spoken out against the secondary-level general track before and I feel impelled to do so again today. Almost all of the shockingly high number of unemployed youth are products of the general curriculum and we can expect small improvement until the general curriculum is completely done away with in favor of a system of high school education with but two exits -- continued educatio. or employment -- and nothing else.

This is not to suggest that the concept of career education should be associated only with high school. Indeed, it is extremely dangerous, as we are finding out, to wait until the high school years to begin to acquaint the student with the idea of applying what he has learned, to teach him the purposes of education as distinct from the forms of education.

In Germany, Poland, and a number of other countries -- some democratically governed, some not -- the situation is quite different and, I would think, far more conducive to getting the youngster started toward making the difficult decisions of life -- who and what each would want to be, and the kind of work or continued education necessary to accomplish the purpose. Work experience in these countries begins in the very earliest years of formal education. Here in the United States, by contrast, teachers encounter any number of nine-year-olds and ten-year-olds who have only the vaguest notion of what their fathers do for a living. It has even become a kind of upper-class ideal in this country for the boy or girl to put off thinking about a possible occupation until after completion of the baccalaureate degree which, by the time they receive it, may well be a surplus item. We have an excess of such degrees now in the aerospace industry and in certain parts of the teaching profession and the National Planning Association predicts eventual excess of bachelor's degrees in every field except the health professions. The Department of Labor indicates that in the near future 80 percent of all jobs will be within the range of the high school diploma.

The consequences of isolation from the realities of the workaday world are painfully apparent in households everywhere. One distraught father, whose son like so many other sons and daughters these days dropped out of college for no apparent purpose, offered an explanation that seems as good as any. "A lot of kids," he said, "don't know what they want to do...because they've never done anything."

At the other end of the economic spectrum it is less a matter of indecision than inability. We daily witness the brutal rejection of untrained youngsters by our increasingly technological society because they cannot compete in the one area in which man is clearly superior to his machines -- the ability to think.

Consequently, we have in this country the highest youth unemployment rate in the world and the relentless advance of technology is making the situation explosively worse.

Of all the black girls under the age of 25, 30 percent are unemployed, a higher rate of joblessness than that suffered by this country during the great depression of the 1930's. The jobless rate among young black men stands at 25 percent. Even whites between the ages of 16 and 25 are unemployed at probably three times the rate of the labor force as a whole. And in the severe pockets of unemployment -- the inner cities expecially -- the percent ge of jobless youth balloons to many times these national averages I have been citing.

By 1975 we expect the unskilled to account for less than five percent of the labor force or something in the neighborhood of 4.5 million jobs. Yet Bureau of Labor Statistics projections indicate that we will still have more than 3.5 million young people with no salable skills trying to squeeze themselves into this sad five percent category. For them there will literally be no room at the bottom.

This tragic situation clearly indicates that America's educational efforts are failing or at least that they are not attuned to the realities of our times. If we are to correct that failure and if education is to serve properly its national purpose, then we must bridge the gulf between man and his work. We in education must be actively concerned with the boys and girls in our charge not just until they receive a diploma but until they have made the transition from student to worker or are enrolled in post-secondary education. Our job is not done properly, in other words, until each and every one of those youngsters is capable of developing a clear sense of direction in life and is able to make a responsible career choice.

We must also be concerned and active on behalf of adults who cannot supply the skills and knowledge society now demands. Education must help upgrade the job skills of these men and women, and retrain them where necessary. I strongly believe that we must also make a particularly imaginative and energetic effort on behalf of the returning Vietnam veterans. The problem of readjustment to the requirements of civilian life, always severe, is far more difficult in their case because there is less enthusiasm in the country to receive and help them than there was for the veterans of World War II and Korea.

It is of course one thing to propose a new system of career education and quite another to attempt to answer the variety of questions that the proposition evokes. What would career education be like in actual operation? How would it differ from the skill training that some have seen as the province of vocational-t nical education? What difficulties lie in the way of accomplishing the very broad and demanding objectives that career education implies at all levels of in and out of school experience?

The importance of finding those answers cannot be overstated. It is flatly necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise, a system that will markedly increase career options open to each individual and enable us to do a better job than we have been doing of meeting the manpower needs of the country.

Because I am so convinced ofthe urgency of this matter, I have directed that the Office of Education research staff give major emphasis to this single area until we are successful in designing a workable system of career education.

The National Center for Educational Research and Development -- under the direction of Harry Silberman -- is at this moment concentrating much of its creative resources on the development of three model career education programs for use in schools, businesses, and homes. We believe these models, initially developed by Dr. Edwin Rumpf and the Division of Vocational and Technical Education, will provide useful alternatives to present practice. They represent to our knowledge the first comprehensive attempt to devise a career education system to serve virtually all Americans.

School-Based Model

The first model, oriented directly toward the school setting, would affect kindergarten through junior college, reshaping the curriculum so as to focus it directly on the concept of career development. It would tie the school closely to the activities of local community, local business, and local industry. Its principal objective would be to guide each student either to a job -- a solid rewarding job, not dead-end labor -- or to further formal education.

The essential elements in this model are coordination among the various grade levels and the establishment of practical relationships with those outside the school who strongly influence the student's choice of a career. Parents and counselors play a crucial role in guiding young people toward a career by encouraging them to set their own values and make their own decisions, not to have values and decisions imposed upon them. For this reason the school based model should be combined with adult education efforts, especially among our more educationally disadvantaged population.

The school-based model will incorporate a number of the innovative concepts that are being developed in the vocational education programs that you represent. Specific skills training at the high school level is an important component of the school-based model. I certainly do not believe that general job information of some kind -- the old industrial arts and vocational counselor apparatus -- produces useful job skills. Under career education it would be the intention that every youth would leave the school system with a marketable skill. Otherwise career education would be no improvement over the present general curriculum.

Employer-Based Model

The second model career education system would be created, developed, operated, and supported primarily by business in companionship with the schools. The idea would be that a group of industrial, commercial, and other kinds of firms would collaborate in developing the program for the benefit of the 13-to-20 age group. These are the boys and girls who have left school without acquiring the kinds of understanding and competence they need to live fulfilled lives as free men and women in a free society.

This model would combine general education, vocational training, and work experiences carefully selected for their career development possibilities. Not just one but several part-time jobs would be open to each student to enable him to pick an occupational area he wants rather than accept the only thing he is offered.

We foresee the possibility that a firm of management specialists retained by the schools would operate this program and assume the principal responsibility for seeing to it that specific objectives were accomplished. We are also looking into the design of suitable incentives to encourage participation by businessmen -- possibly through such arrangements as tax credits and performance contracts. And of course there would be the powerful built-in incentive for business to join this program in terms of the opportunity to find, train, and retain high-quality employees.

Home/Community Based Model

The final model, supportive of the first two, is a plan to use the home and community institutions as career education centers. Our purpose would be to reach and teach individuals with limited formal schooling or persons whose limited basic knowledge and restricted personal skills hold them back from job opportunities or job advancement. By combining effective adult education with vocational education we can open career opportunities to millions of adults who presently have little or no hope of advancement.

Women are a special target for this career education approach. Increasingly, women are going into the world of work -- both for economic reasons and for reasons of personal fulfillment. They are held back by unfortunate stereotypes about so-called "appropriate" women's roles, by their own limited self-concepts, and by lack of preparation for effectively combining the occupational and homemaker roles. They need educational programs of the kind this home-based model can provide to broaden their vocational horizons and prepare them to be increasingly active in both domestic and commercial worlds.

We believe that occupational training of this sort can be effectively transmitted by television. The model would emulate the highly successful Sesame Street preschoolers' program, providing information in lively, entertaining, attention-getting style. Operating by means of educational TV and employing cassette techniques, the program would offer information on career options and general background for the viewer on what it would be like to work as a computer programmer, health occupations specialist, or whatever. The viewer would be motivated to enhance his employability and develop awareness of values associated with work. Given a career choice, he could then continue the cassette instruction by arrangement with the local schools, finally qualifying for examination and placement.

However these pilot efforts eventually work out, there is no question that putting a comprehensive program of career education together will demand all the imagination, energy, and good will that we can muster. And, as you may well be reflecting, it will also require money in generous amounts -- much of it from the Federal treasury. In this connection we can be encouraged by the consistently strong record of the Congress in supporting vocational education since the time of the first world war. We are only beginning to feel the impact of the most recent major legislation, the Vocational Education Amendments of 1968, in the growth of total vocational enrollment to 8,780,000 in Fiscal Year 1970. And I particularly want to congratulate you on helping a million more high school students to receive vocational skills this year compared with the year before.

Postsecondary vocational enrollments in Fiscal Year 1970 topped the one-million level, an increase of more than 40 percent over 1969. The pattern of growth is also convincingly demonstrated in the areas of greatest need with almost a million disadvantaged and handicapped youngsters enrolled in vocational training this year for the first time. State and local governments have responded admirably to the Federal initiatives, putting more than five dollars of their own money into vocational education for every dollar of Federal investment, an expenditure far exceeding the matching-funds requirements of the Federal programs.

Nevertheless, the picture is not entirely bright. While Congress has increased authorizations for vocational programs by more than 400 percent for the 1965-1972 period, appropriations have been lagging. It is not unusual of course for appropriations to fail to match authorizations. But what troubles me -- and, I suspect, you -- is that the gap in terms of vocational education has widened considerably in recent years. The percentage of authorized funds that have been appropriated for vocational programs shows a decline from 88 percent in Fiscal 1965 to only 44 percent in the current fiscal year, a movement that must be reversed if we are to carry out the intention of Congress as well as covering the broader expectations implicit in career education.

I am distressed by this situation and I intend to use whatever influence I have to seek restoration of this percentage to a respectable level. In view of the critical unemployment situation among our young people, I would not think it unreasonable to ask for the full amount Congress has authorized -- more than a billion dollars.

I am also distressed by the decision to reduce the request for vocational education funding in the Fiscal 1972 budget by $25 million at a time when it should be increasing substantially. Again I am bound to say that I disagree and will argue for restoration of these and additional funds in Fiscal 1973 which will be my first year of budget influence. We have received reactions from the States to the proposed cut and their position, as you are aware, is uniformly and understandably in opposition to this budget treatment.

There is also the matter of staffing within the Office of Education, where the trend toward an ever lowered number of personnel has been of considerable concern throughout the entire vocational education field. In 1965, when the Division of Vocational and Technical Education program money stood at less than half the present level, the headquarters and field staff consisted of 141 positions. Despite the notable increase in funds and programs that has since taken place, the staff has sustained accelerating cuts until today it stands at approximately a third of its 1965 level.

I pledge to you today to do whatever I can within a very restricted personnel situation to restore the manpower levels for the future administration of our vocational-technical programs. For I want to make it clear that I have not cited these unfortunate personnel and funding trends for the purpose of belaboring the past. But since I am acutely conscious of your feelings about these matters, I wanted you to know that I am well aware of the situation and that I am not happy with it. I want to work with you, as we plan for our Fiscal 1973 budget, to seek substantially increased appropriations, to expand our vocational education staff, and to do whatever else seems necessary in order to provide you in the States with appropriate levels of financial and technical assistance.

Before we leave this matter of funding, I would like to comment briefly on prospects for vocational education under the Administration's planned revenue sharing program which is now before the Congress. Since the Federal money supporting vocational education is scattered through several pieces of legislation, it is not a simple task to lump all the programs together. Yet I believe that there is no reason to fear th enactment of revenue sharing would have the effect of diminishing the total amount of that support. In fact, if revenue sharing were to go into effect in Fiscal '72, it is clear that Federal support for vocational education would show a substantial increase.

In any case, it seems to me that the educational revenue sharing approach provides distinct advantages to the States and communities apart from any expansion of funds, as important a consideration as increased money unquestionably is.

First, the proposal -- if enacted into law by the Congress, as I surely hope it will be -- will greatly simplify the administration of Federal funds both in Washington and in the States and communities. Approximately 26 legislative titles, and an even greater number of individual programs, would be consolidated, freeing government personnel at all levels from many of the complicated routines that now consume a significant portion of the staff's time. Relieved of much of this burden, both Federal and State personnel could devote far more of their knowledge and experience to the direct service of the children and adults who need their help. Our attention should be on education, not processing papers.

The second advantage that would accrue to the States from enactment of education revenue sharing would be greater flexibility. Those of you who work with the administration of Federal programs in the State offices would experience far more freedom in the use of vocational funds -- freedom to select the applications that make the most sense to you, and freedom from obligatory adherence to a plan not necessarily a true reflection of local needs. Washington's intentions were good, as everyone would concede, in establishing the categorical approach of the 1960's, but the time has come when a shift to greater local direction and greater local responsibility is clearly necessary.

If a particular State so desired, for example, it would be free to transfer up to 30 percent of the funds allotted to any of four categories under education special revenue sharing --- vocational education, aid to Federally impacted areas, aid to the handicapped, and general support services. The fifth category --- aid to the disadvantaged --- is properly exempt from the transfer clause. Under this arrangement, a State could transfer funds to vocational education. In fact its allotment could be increased to as much as twice the basic amount though such a major readjustment of priorities could only come about if you, as advocates of vocational education, could make a very strong and a very convincing case.

Indeed, your powers of persuasion will be a vital factor in determining how vocational education would fare under revenue sharing. The burden of leadership in strengthening your State's program would necessarily fall directly to you and to those educators, administrators, businessmen, and community leaders you call to your cause. It would be up to you to see that vocational education received its share not only of special revenue sharing funds but general revenue sharing funds as well. A solid combination of both can produce a far stronger, far more effective vocational program --- career program --- than the present system will allow. Of that I am confident.

In closing, let me offer you once again my congratulations on the achievements of vocational education and my personal pledge of support in the difficult and challenging days that lie ahead. If the Office of Education has faltered in the past with respect to your programs, I propose now to make Career Education one of five high priorities, along with aid to the disadvantaged, education of the handicapped, racial integration, and educational research and development. And I intend to give it more funds, more people, and a larger degree of national prestige than it has yet achieved.

In return I ask your help and the benefit of your counsel in the advancement of the career education concept that I have outlined to you this morning. These ideas are not fixed. Indeed, there is nothing we want or need more than suggestions and recommendations from you who have been deeply and professionally involved with every aspect of career education Our efforts will come to little unless supported and enlivened by your thoughts and convictions. It is, in sum, our purpose to turn the world of vocational-technical education around to the point where it enjoys at least the level of concern, support, pride, and excellence now favoring the college-entrance program.

ELEMENTARY

WORLD OF WORK IN AN ELEMENTARY SCHOOL

prepared by Erma Evans, Principal
Rankin Elementary School
Carman School District
3475 Court Street
Flint, Michigan

Developing a WORLD OF WORK concept for students in Rankin Elementary School was no accident or "just a happening". During the year prior to this WORLD OF WORK program, the staff at Rankin had been conjecturing about what could be done in our particular school situation that would be different, exciting, and provide a good learning experience for our children. We wanted an enrichment program of interest to all ages, and most important of all - - that would give children CHOICES of areas they would like to explore.

This year, when the suggestion was offered of the possibility for collaboration with the Genesee Area Skill Center* in a CAREERS or WORLD OF WORK oriented program, we felt that we had hit the "jack-pot", so to speak. All pieces seemed to "fall into place" - - we were ready and eager to embark on this activity and incorporate the concept into our curriculum. The ENTIRE SCHOOL - - students, faculty, custodians, cooks, bus drivers, principal and secretary - - all were caught up in the excitement of the program.

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*The Genesee Area Skill Center sponsored by the Genesee Intermediate School District and Flint Community Schools, enrolls students from all the high schools within Genesee County and its business is CAREER EDUCATION. It is one of the seventy-eight high school level "skill centers" planned for the State. Their graduates actually leave the center trained for a job; most of them have employment before they graduate.

Rankin School is one of nine elementary schools (K-6) of the Carman School District. We have eleven regular classroom teachers. Our school is in a rural non-farm community; most of the three hundred thirty students live in five neighborhood developments. The family incomes are average or above the national average. Parents are interested in a good educational experience for their children. We have some professions represented among our school population; however, most are blue-collar employees of the automobile industry. There are just one or two families who might be considered "poor".

"Hands-on" Activities
are Basic to WORLD OF WORK Understanding

The most important goal or objective of the total program - - of each teacher - - of each WORLD OF WORK class - - was to provide "hands-on" activities for every student in the different occupation classes. This meant that children were doing actual work, as they would if this were their CAREER choice. They learned some of the skills necessary to fulfill this kind of a job contract. WE ACTUALLY TAUGHT THOSE OCCUPATIONAL SKILLS. They thought about, and discussed how it "feels" working in the occupation. They sought an appreciation for the person on that particular job.

Some students left the school and worked in a place of business. An example of this would be the Horticulture class which went to a nursery with their teachers to help a nurseryman with his tasks.

Cosmetology students shampooed hair, did curl jobs on each other, gave manicures, and learned about good grooming.

In the Small Engines Operation class, small groups of two or three students each, worked with engines - - taking them apart and putting them back together again. Real "grease-monkeys"!

Commercial Art students applied basic principles of good design in making ads and posters which were taken to public places for advertising of a school event. They prepared designs for silk screening, and used this process in printing on shirts and jackets.

Fresh flowers were used to make corsages and other floral arrangements. (Funeral director friends provided flowers for these classes.) Wrapping stems with floral tape and wire was "hard" at first, but fun for the Floral Design class.

The Electronics class, using male and female plugs, made extension cords and used electronic equipment to test them for safety.

Audio-visual students learned how to operate all the school machines and were called upon to show films, slides, etc. for special events. They produced materials such as film strips, tapes and books to use in the instructional media center.

In the House Building WORLD OF WORK class, working with blueprints, drawing to scale, "putting-in" doors and windows, and actually using specifications in making cardboard houses was different for the elementary students.

We had two Typing classes. In one, family typewriters were used; in the other we were able to get ten Selectric typewriters on loan from a local dealer. Children from grades one through six were in the typing classes. They learned the keyboard and developed some typing skills. We wanted to get as much use out of the typewriters while they were in our building as we could, so a time was "built-in" to the regular classroom programs, when these students were scheduled to be in the typing room for daily supervised practice sessions. A mother called whose first grade child was taking typing. Mother, herself, is a skilled typist. She said,

"I just can't believe it. My son really knows the keyboard."

Nursing classes worked with the Health Occupations groups at the skill center, besides the activities in the WORLD OF WORK class at Rankin. They got a "real" feel for nursing at the skill center as actual hospital rooms are set up and patient care is performed using the best in modern equipment, instruments, and procedures.

Wood Working students used various carpentry tools and materials to build bookcases and shelves for our school rooms.

The Journalism WORLD OF WORK class wrote for a school paper; the Graphics Arts students published it, using many of the facilities of the skill center.

The students in Knitting made scarves, belts, and purses; Ceramics students used slip, molds, glazes, and a kiln for firing their projects; in the Embroidery and Weaving classes, wool yarn and burlap were good materials to use for practicing stitches and creating a design or picture. Perhaps these last four classes were more hobby oriented than occupational; however, the children were delighted with the work they did in these classes, and hobbies can often lead to lifetime occupations.

Such "hands-on" activities as mentioned here, are very necessary for students to get an idea of what that work is really like - - to discover the challenges or lack of them; the glamour, fun, the pluses of that job; as well as the drawbacks - - the dirt, the drudgery, the monotony that may go along with a chosen occupation. Learning about the realness of work was basic to our whole program.

Awareness of Importance of all Occupations

A second objective of this program was to bring an early and new awareness of the many areas for careers and gainful employment as opposed to the limited, traditional ones usually thought of as the doctor, lawyer, teacher, fireman, policeman, etc. Children were not pressured into choosing a career at this time; but they did talk about, and received "hands-on" experience in many different fields of work. Those in the Look at Work Careers class started with developing an awareness of the duties and the importance of occupations closest to them - - those whose work was right in the school, such as cooks, custodians, and the secretary. One little boy told his teacher,

"Boy, those guys sure do work hard for us at school."

They then explored some of the occupations in the neighborhood with visits to the local grocer, a radio transmitting station, a carpentry shop, a farm, a garden center - - all just a few blocks from school. Next they went to a little town nearby; then to a big city, Flint, Michigan. They compared the numbers of choices of occupational areas that can be found in each of the three types of communities and the numbers of workers in each occupation. They discovered that occupations vary in purposes - - all necessary and dependent upon one another for us to live in the present day society. Hopefully we have stirred up some feelings of pride, understanding, and awareness of the importance of all work whether in the trades, service areas, or in the professions. An effort was made to reach all segments of the school population, not just the college bound children.

Pre-Planning

Early in January, 1972, the staff of the Rankin Elementary School met with personnel of the Genesee Area Skill Center to discuss the development of this WORLD OF WORK curriculum for elementary students. Before the afternoon was over, several Rankin teachers had chosen an occupation or work CAREER they would like to explore with elementary classes. As the Rankin teachers chose a particular field of work, they were assigned a skill center staff member to work with them in determining goals, objectives, and a work outline for that class.

Also, two or more skill center students were carefully selected by the skill center instructors to work with Rankin teachers. They were excused from their regular work at the skill center to come to the elementary school for the ten sessions to be the experts in the WORLD OF WORK classes. They made quite a commitment when they agreed to help us: they had to find their own transportation to the elementary school; they helped develop lessons and prepare materials for those lessons; their regular attendance was necessary to carry out the program. Sometimes we had as many as twenty-two skill center students in Rankin at one time; they made a real contribution to the success of the activity.

In return, working in our program gave the skill center students a feeling of success and worthiness which some of them could not find in other educational experiences. The Rankin students really made them feel needed. In fact, they became real-life heroes and idols for some of our children. Also, another experience could be added to their work record which was helpful when they made applications for employment.

Teachers Learn a "New Occupation"

Preparing for the WORLD OF WORK sessions was quite a "learning" experience for the teachers at Rankin. Each individual teacher had to "learn" how to work in an occupational area new to him or her. As an example, the teacher who chose to work in Floral Design with our elementary students knew nothing about flowers except "Aren't they pretty!" and "Don't they smell nice!" As she worked in this area, she became really excited. She said,

"Gee, maybe I'd like to go into floriculture myself." Using floral tape, wire, clay, oasis, learning the names of flowers and greens, creating floral designs, using imagination in selection of containers, developing skill and dexterity of fingers and hands, making corsages - - all this was an unknown world to her. She worked several hours with the skill center instructor before she was ready to meet the elementary class. This learning process had to be undertaken by most of the Rankin teachers; it was an individual "in-service" effort for each teacher and much of it was done on the teacher's "own" time. Classroom management and discipline were the responsibilities of the regular Rankin teachers.

Organization of WORLD OF WORK Classes

We were able to recruit five other teachers (itinerant teachers, the librarian, the principal) to help with the WORLD OF WORK classes. By doing this, we could reduce the numbers of students in a class. Most had twenty students. In order for "hands-on" activities to be effective, smaller numbers is desirable. When the teachers had determined the content to be included in their "new" class, we sent a sheet home listing the classes with a short statement describing what each WORLD OF WORK class would offer. Children were instructed to go over these with their parents and together decide in which of the "new" classes they would like to work. There were no names of who would be the teacher, so choices were based strictly on content and interest. At school the next day, students were given a chance to check their first, second, and third choices for this program. We tallied these selections - - eighty percent of the students were placed in their first choices. Children from all grade levels were in most of the classes. We did limit grade levels in

Cosmetology, Audio-visual, and Small Engines to the upper grades.

The Magic Hours

Classes were held on Tuesday and Thursday afternoons for a five week period. The Magic Hours on these WORLD OF WORK days began at 12:30 P. M. At that time, all of our students got up, left their regular classrooms, and scattered all about the school to go to their WORLD OF WORK teachers. We were surprised and pleased at the business-like and orderly manner in which this exchange took place. Going to work in another room, with a different teacher, with skill center experts, "little kids" working with "big kids", "big kids" helping "little kids", "new" content in class work, being able to work with their hands - - all these things helped to create an exciting environment which brought out the best in our student body. They met the challenge of added responsibility.

It was evident in many instances that the excitement of the Magic Hours (One student named them that because he said, "They go so fast.") did carry over into work of the regular classrooms with a new awareness of self, positive attitudes toward school, a delight in knowing a teacher other than their homeroom teacher, and inspiration for writing, reading, talking, researching, spelling, etc. Actually, we couldn't keep them from doing some of these things - - they all wanted to write or tell of WHAT I

WANT TO BE. Sometimes these ideas changed over-night - - but that was good too.

Since this activity was for all levels, old and young children could talk to each other about what they were doing in Our school, in Our class, and with Our teachers. A feeling of closeness - - of "oneness" among the student body was quite evident to the Rankin staff.

Correlations with the Three R's

Correlation with the Three R's was not forgotten, even though it was a secondary goal in our program. Giving the children an opportunity to "work" in an occupation was definitely our first concern. However, I am sure one of the most important benefits to some pupils was the realization, perhaps for the first time, of the "WHY" of school - - that in fact, regular school activities really do help to prepare one for a life of useful work. A conversation with a father points this out. His son was working in the Small Engines WORLD OF WORK class. Father called the school and said,

"Something sure happened to my son in that class. He's enthused about school as he has never been before."

The enthusiasm and excitement generated from these classes and the obvious interest in "working" in an occupation, inspired many spirited discussions when the children returned to regular classrooms at the end of the "Magic Hours". Remember, there were students coming back from fifteen different WORLD OF WORK classes: they simply couldn't wait to share with each other and their teacher the things they had done in those classes. They talked to the whole class, in groups, to each other - - on the bus, in the cafeteria, to the principal, on the playground, and at home. Teachers encouraged them to write stories, poems, draw pictures, etc. Our showcase, niche, the walls of the halls, and classroom bulletin boards - - were all full of the creations of our students. CORRELATIONS - - if you please - - with the THREE R'S.

Teachers Ask Questions

One technique used by our teachers was to ask thought provoking questions. There were no right or wrong answers. The intent of the questioning was to stimulate thinking in each child - - about himself, and the WORLD OF WORK in general. Teachers urged students to think of their likes, dislikes, strengths, abilities - - what they might like to do.

Are you an outdoor person? Do you like working with your hands? Do you like to work with machines? Do you like doing the same routines over and over? Or would you like to meet new challenges, problems, ideas, to find solutions and answers? How do you feel about seeing blood? (One girl in the WORLD OF WORK nursing class answered that query by deciding nursing probably was not the area for her to pursue further.

Knowing what you do not want to do is pretty important in determining a CAREER goal.) Do you have allergies to plants or flowers? Are you clever with your hands? Could you learn to work fast enough in this area to earn a living? Do you like to create - - a story, a poster, an ad, a new arrangement? Do you get along with people? Or would you rather work alone? Do you like animals? Do you like adventure? Will you be an explorer? A traveler? Can you speak another language? Do you want to be a boss? Would you like to have your own business? WHAT KIND OF A PERSON ARE YOU - - WHAT DO YOU WANT TO BE - - COULD YOU LEARN TO BE GOOD AT THIS WORK?

Our WORLD OF WORK Fair

We wanted to share the excitement and the learning of our students with the parents and others in the community - - so we held a WORLD OF WORK fair in the evening of the last day of our CAREERS session. Our guests visited in all the WORLD OF WORK classrooms, where students were actually working, demonstrating, and displaying their skills. For example, in the Small Engines room, children took turns explaining how a two-cycle and a four-cycle engine work. They discussed such topics as internal combustion, carburators, spark plugs, ignition systems - - and were quite technical and definitely knowledgeable in these areas. Children were engaged in activities of this kind all over the building, in each of the WORLD OF WORK classes. Many, many people came. This was a very satisfying culminating activity that brought our first occupations WORLD OF WORK session to an end.

Future of Career Education at Rankin Elementary School

Because of the tremendous interest and evident success of our first WORLD OF WORK session, we know this actual TEACHING OF OCCUPATIONAL SKILLS is an excellent "way to go" to effectuate CAREER EDUCATION in an elementary school. Children must have choices, must have "hands-on" activities, must get a "feel" for a variety of occupational areas, of occupational clusters, and of inter-relationships between occupations.

At Rankin, we plan to have at least one session each year, similar to our first WORLD OF WORK program, where we TEACH OCCUPATIONAL SKILLS. At the end of the elementary school experience, a student will have had at least six choices of areas with directed explorations of occupations. We will also strongly encourage students, especially in the upper grades, to do individual, indepth research into other occupations; to share this research in the regular classrooms; and to make arrangements to spend at least one school day away from the school actually working on that job.

Career Education must not be limited to just a five week period of TEACHING OCCUPATIONAL SKILLS as we have outlined in this paper. Every lesson, every day, for every elementary student must be relavent to Career preparation. Rankin teachers will develop this concept into the entire curriculum.

To Start This Program in Your School

The only really necessary, vital factor in any school that wants to implement a CAREERS program to TEACH OCCUPATIONAL SKILLS is just ONE teacher with enthusiasm who will "simply get at it." Or - - - several teachers of ONE GRADE LEVEL could develop a program for their grade level. Our entire school was involved, and this was good, but not absolutely necessary. We know the excitement from this type of activity will spread to other teachers, to other grade levels, and soon the entire school will become involved.

We had help from the skill center; however, Rankin teachers are confident that when this assistance is no longer available to us, we will be able to continue TEACHING OCCUPATIONAL SKILLS. Several parents and others from the business and industry communities have expressed a willingness to assist with our next session.

Money should not be a factor in starting, or not starting, this program. We spent less than sixty dollars - - from our local school treasury.

Federal funds are available for these types of programs; however, you need not wait for funding to implement a good program.

In-service is necessary; our teachers organized their own. A good program can be presented by anyone who really wants to JUST GET AT IT. Good luck!

Michigan Education Goals

The objectives and goals which we tried to develop in our program are in line with planning by the Michigan State Department of Education, which is encouraging schools to provide all students with a salable skill upon completion of high school.

"In addition, each individual should be exposed, as early and as fully as possible, to the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choice and preparation." Goal 3 - - from Common Goals of Michigan Education.

A Giant Step Forward

We feel we took a giant step toward reaching this goal in CAREER EDUCATION as we implemented this concept into our elementary school curriculum. It is a personal goal of each of our teachers to help the individual student find himself so that he won't be stripped of his imagination, his creativity, his dreams, his own personal uniqueness as he prepares to participate in a CAREER. We hope he need not view work as mindless, exhausting, boring, hateful, something to be endured while life is confined to time off. This can be quite a challenge.

Included here are examples of two different plans which teachers used for the WORLD OF WORK classes; one is very brief, one details objectives and skills more completely; both very workable. The skill center experts with Rankin teachers, prepared materials and lesson plans each week as they followed the course outlines.

I. HORTICULTURE

The objectives of this course are to give students an understanding of what horticulture is, and give students a chance to grow plants. They will continually care for them from seeds to flowers. They will learn responsibility in completing a project and in working together in a group.

Course outline

First week:
- Containers
- Media (soil)
- Two kinds of propagation

- Diseases
- Fertilizers
- Take several flats and seeds to plant
- Take flats with seed up
- Take flats with disease
- Take flats ready to transplant

Second week:
- Buying seeds
- Structures
  - a. Hotbeds
  - b. Coldframes
  - c. Greenhouses

- Waterings
- Kinds and varieties
- Seed more flats - - several varieties
- Tour skill center - - emphasis on Horticulture dept.

Third week:
- Transplanting into containers (everybody)
- Transplant
- Diseases
- Bedding plants in Michigan
- Two kinds of propagation
- Pot rooted plants

Fourth week:
- Transplant again
- Fertilizers
- Weeding
- Buying seeds
- Kinds and varieties
- Transplant if necessary
- Talk on landscape design

Fifth week:
- Pot rooted cuttings
- Transplant
- Talk about gardening
- Scheduling
- Arranging for displays
- Labeling
- Weeding
- Watering
- Fertilizing

II. FLORAL DESIGN

A. Philosophy

The need to provide meaningful educational experiences for all students is becoming more obvious as the complexity of occupations within industry and business increases.

This project is designed to give the student learning by doing experiences and to make the student aware of the concept of work as it relates to income producing activities.

B. Course objectives

1. To develop group understanding of the art of flower arranging.
2. To describe the qualities of good containers and holders.
3. To teach the basic principles of balance and stability.
4. To teach mechanics of corsage making.
5. To have each student complete a corsage.
6. To teach mechanics of tissue paper flower arranging.
7. To have each student complete a tissue paper flower arrangement.
8. To take a field trip to a flower shop.
9. To have each student complete a vertical or horizontal flower arrangement using fresh flowers.
10. To encourage students to exhibit their floral arrangements.

C. Basic Skills to be developed

1. Develop orderliness through a systematic process by using a step-by-step procedure.
2. To develop the ability to complete a project.
3. To develop the ability to listen to and follow directions and follow a plan.
4. To develop the ability to work in a group with other students.
5. To develop the ability to share ideas.
6. To develop the ability to arrange flowers in a systematic order.

7. To develop the ability to use small pruning shears.

8. To develop the ability to use florists tapes and wire.

9. To develop the ability to use florists clay.

10. To develop the ability to use spray paint.

11. To develop an awareness of the floriculture profession.

12. To develop the knowledge of colors as they relate to flower arranging.

D. Materials needed

1. Three small pruning shears.

2. Two sharp knives.

3. Three half inch rolls of florist tape.

4. Twenty pieces of number 18 florist wire.

5. Twenty pieces of number 22 florist wire.

6. Twenty pieces of number 26 florist wire.

7. Five pair scissors.

8. Three rolls of half inch scotch tape.

9. Oasis - fifteen blocks.

10. Tissue paper.

11. Florist tissue paper.

12. Corsage pins (twenty).

13. Fresh flowers.

14. Ribbon for corsage bows, eighty feet, half or three-fourths inch ribbon.

15. Three cans spray paint.

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Reusch and Noble - Corsage Craft

Squires - The Art of Drying Plants and Flowers

F. Course Outline

FIRST WEEK -	Basic Arranging
February 22 -	Bring containers to be used in flower arranging Spray paint containers Watch film: Why Father Works
February 24 -	Demonstration of flower arranging and explanation of basic principles in flower arranging. Arrange fresh flowers in containers.

SECOND WEEK -	Corsage making
February 29 -	Make bows for corsages
March 2 -	Wire and tape flowers Complete corsages
THIRD WEEK -	Tissue Paper Flowers
March 7 -	Demonstrate tissue paper flower making. Students will prepare the tissue paper flowers.
March 9 -	Continue and complete tissue paper flowers. Arrange flowers.
FOURTH WEEK -	Ribbon Flowers
March 14 -	Make ribbon flowers
March 16 -	Arrange ribbon flowers
FIFTH WEEK -	
March 21 -	Field trip to Skill Center
March 23 -	Make arrangements for exhibit. Exhibit floral arrangements at World of Work Fair.

"Focus on the Learner"

Counselor Impact on Career Education in the Elementary School

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EDUCATION & WELFARE
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One of the largest problems that our society faces involves employment -- unemployment, underemployment, and misemployment. How many people do you know, who, if they had their careers to replan, would do something differently? A large percentage of the adult population in our country voices dissatisfaction in their work, but few are willing to take the risks involved in changing. Menninger commented back in 1942 that perhaps as many as three-fourths of the patients who visit psychiatrists are suffering from either an incapacitating dissatisfaction in their work or their inability to work. If this were the situation 30 years ago, one can speculate the enormity of this problem in our complex society of today. The area of career development is a crucial concern of contemporary society, and career development involves education.

To portray the impact of counselors on career education in the elementary school, I offer the following analogy.

We can think of career education at all levels -- birth to death -- as a child being born. We as elementary counselors, must be prepared to nurture this infant because it is ours.

As I view this situation, I see several alternatives for us. One, we could sit around and deny the pregnancy [illegible]

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plans for the up-coming event. Career Education is coming to our public schools just as surely as a baby is going to be born. So rather than use denial and have all the last minute, slipshod, hurry and scurry -- we need to accept the fact that it is coming and start our preparations. Two, we can reject the child. We can say, "Career Education, we did not ask for you, we do not have time for you, and we do not want you." Since Career Education is a healthy, popular child, chances are that if we choose this alternative of rejection, some other parent such as Business, Labor, Industrial, Administration, Curriculum Consultant, etc. will adopt and love our child, Career Education, as its own. Three, we could choose an indifferent approach where we would say, "OK, Career Education, you're here. So what." and proceed to ignore the issue. This, too, will probably result in someone else taking our place as parent. Fourth and lastly, we could react to the news of the coming of Career Education in a happy, excited, enthusiastic way. We could welcome the opportunity to rear this child and nourish it with tender, loving care, so that as it grows and matures it will become a primary help for society.

Federal emphasis on career education.

Dr. Sidney P. Marland, U.S. Commissioner of Education, in his speech before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971, stated that career education "will be one of the very few major emphases of the U.S. Office, priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement." Funding of programs is a problem for most of us in education, but money is being made available at federal, state, and local levels to create, implement, and evaluate career education programs.

What is career education?

Career education is a total educational program which focuses on careers, begins in kindergarten if not earlier and continues through the adult years. For elementary and secondary education career education means organizing the basic subjects, K-12, around the theme of career opportunities and requirements in the world at work. The overall goal of career education as stated by the U.S. Office of Education in July, 1971 is "to insure that all children and youth leave school with skills sufficient to obtain employment, pursue further career training, or enter higher levels of education."

Career development does not start suddenly during the sophomore year of high school. The learner has been learning since birth about himself, his self-worth, his abilities and interests. He has also been watching workers and listening to them. He has acquired important attitudes regarding work in general and various workers in specific.

Students usually do not have to make decisions about courses, educational tracts, or occupations until adolescence. As assumption frequently made is that no important vocational experiences have occurred before this time, but the degree of vocational maturity present during the adolescent period is the product of pre-adolescent experiences.

Goals of career education.

Perhaps the list of goals of career education as presented in draft form by the U.S. Office (July, 1971) will aid you, the counselor, in understanding why you are the parent of this program.

> 1. "To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme."

This entails major curricular changes. One of the loud cries from students of all ages is the fact that so much of what they are taught makes little or no sense. They do not see how much of the material covered will ever benefit them. Just pause a minute and reflect on the teaching-learning process in your school. Many of our schools, and maybe yours is included, concentrate on the content of education. This class must finish this science text book, this reading text, etc. in this period of time. Or this class must study American history from the Civil War through contemporary events regardless. Course Content is not the sacred god that it is often made to be. We are dealing always first and foremost with human beings -- in our case with children. It is up to us counselors to redirect attention to children and their needs over and above course content.

> 2. "To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work."

The first step in career development is awareness [illegible] of self and work. As counselors much of our job entails helping children become aware of their strengths and weaknesses, their attitudes, interests, feelings, and aspirations. All of this is necessary for adequate career development. Children also have to become aware of the many types of work that exist and why we need them. According to the [illegible], with career education, the purpose of all education is to increase the student's self-awareness, awareness of others, self direction, occupational awareness and aspirations. All teachers, counselors, and administrators should accept and work toward these objectives. The entire community can become the students' classroom.

> 3. "To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school."

When third graders were asked, "When and where do you learn to be a doctor, fireman, service station attendant, etc." they answered, "in Junior High." Many fifth graders thought that one learned these jobs in high school. The truth is, that in our system as it exists today, students have a difficult time

Already career education has had unprecedented endorsements from each of these segments of the work world. The public is ready and willing to participate if we only will give them the opportunity. I strongly believe that it will be by sharing, listening, and working together -- educators and public -- that we will be able to serve our rapidly changing society. I also think that the most logical person in the school system to promote this openness, sharing, and communication is you -- the counselor.

> 7. "To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system."

This last goal suggests that this system would pre-empt dropping out. Not everyone does or should stay in school through grade twelve. Some individuals would probably have done much better during their last few years of high school if they had been able to temporarily leave school and gain different experiences and then perhaps return to school. But, at this point our system makes this almost impossible. Perhaps you have known students who were restless and unhappy and upon high school graduation have either enlisted in a branch of the service or married, stayed out of the world of education, and later returned to continue successfully and happily their educations. Career education does not encourage individuals achieving longer amounts of [illegible] encourage a relevant and flexible [illegible] to meet the [illegible] needs of the individuals we serve.

Establish content and purpose of guidance programs.

It becomes necessary at this point for [illegible] to establish the content and purpose of our [illegible] guidance programs. We have discussed at length over the years the role and function of the counselor frequently neglecting to consider first, the purpose of our guidance programs and secondly, the content of such programs. Career development [illegible] provides a method for organizing the content of our programs which might be conceptualized as: self-development of the individual over the entire life span through education, work, and leisure.

Career development as framework for guidance programs.

Career guidance is the structured program and activities that you, the counselor, carry on to facilitate career development. One might ask, "Why use career development as a framework for a guidance program?" Some responses to this query might include:

1. Career guidance is a person-oriented approach and those of us in guidance and counseling are concerned about persons.

2. Career guidance is relevant. It integrates materials, experiences, information, feelings, attitudes, etc. in a logical, meaningful way.

[illegible] realized and individualized.

4. [illegible] a framework for accountability. [illegible] are [illegible], processes activated and results evaluated.

5. Career guidance is developmental. Most of us have heard the developmental [illegible] guidance and counseling [illegible] in our training programs but many of us have had difficulties in learning how to use a developmental or preventive approach [illegible] orientations in our guidance programs. What kind of [illegible] to be produced in a career guidance program?

Dr. Norman [illegible] (October 4, 1971) presented a model of the career [illegible] individual that I would like to share with you. [illegible] that the career conscious person with the career apathetic [illegible] the following areas one can observe these results:

	Career Apathetic	Career Conscious
1. work tasks	Unpleasant	Challenge (not always pleasant)
2. education	Required - must live through it	Preparation for life and appreciation of learning
3. work place	A place to put in time	A place where one achieves
4. self	Student as object to be manipulated	Student as unique person with some control
5. peers	To compete with and guard against	Appreciate need for interdependency

Career development includes self-[illegible] that all students, regardless of grade, age, future plans, background, etc., need career guidance.

What is included in the content of a career guidance program?

The content of such a program includes knowledge about 1) self, 2) work world, and 3) career plan. At the elementary level the first two areas -- self and work world knowledge -- are emphasized although these contribute to and interlock with the third area -- career plan.

Self. There are numerous activities in which the elementary counselor can become involved with the children to increase their awareness of self and knowledge about their selves.

(1) Sociometric data can be extremely useful for children, teachers, and counselors in learning about children's perceptions of each other which can, in turn, help them learn about themselves.

(2) Self-concept scales. These are devices that can be used by counselors to help children learn about themselves. There are standardized instruments available or counselors may prefer to develop their own.

(3) Guess-Who or Class Play techniques -- again these are techniques appropriate for children and aid them in gaining self-awareness.

(4) Autobiographies, stories that each child writes about his own life shed much light on the understanding of and feeling about his "self."

(5) Individual and/or group counseling. This is probably one of the most widely used of the many tools available to the counselor.

These are but a few of the avenues that the counselor can utilize in promoting development of self at the elementary level.

Work World. Adolescents' career options are limited by their knowledge of occupations. We must help children learn about the world of work to broaden their choice of alternatives. I recently developed an individual instrument, the Career Concepts Inventory (CCI) to measure the development of children's career concepts.

After testing 225 children, preschool through grade five, from three geographic locations -- urban, suburban, and rural -- some interesting information was discovered, and I would like to share some of that with you now.

The first question of interest might be what do children know about their parents' work? The children tested appeared to learn first, what their parents wear to work; second, what their parents are (job title); third, what their parents do (job activities); and last, the level of education their parents have attained. In general they know more about the work of their mothers than their fathers. Even by fifth grade, however, not all children could answer the eight questions regarding parents' work.

How many and what kinds of occupations can children list? Preschool children usually list one or two occupations, but some can list none. First graders list an average of five or six occupations; third graders between 10 and 15; and fifth graders average between 18 and 20. Most of the occupations listed are classified professional, technical, and managerial followed by services, and then clerical and sales. Research has previously shown that both teachers and children's reading texts over-emphasize professional and service occupations. Perhaps the influence of the texts and teachers is reflected also in these results.

What do children know about specific occupations regarding the following areas:

(a) Job title -- of the 14 occupations analyzed, almost all preschool children responded correctly first to doctor, policeman, and fireman. First graders added teacher and farmer to the list of known occupational titles. Third graders added judge, barber, pilot, and secretary while fifth graders added sales clerk, carpenter, and miner to the growing list of familiar occupational titles. The greatest difficulty was met by all children in discriminating service station attendant and auto-mechanic.

(b) Job activities -- preschoolers knew very little about job activities with the exceptions of those of the doctor and fireman. Improvement occurred with increasing grade level, but the rate of improvement slowed after third grade. Even the fifth graders were unable to give high level, knowledgeable responses for most of the occupations represented. These children apparently were not acquiring much knowledge regarding these occupational activities beyond third grade.

(c) Job training - the conclusion reached after analyzing the responses to this question is that these children, regardless of location or grade level, did not have accurate information regarding the training and educational requirements for the occupations represented with the exception of doctor. Many pupils replied with the trade school certificate as necessary for entry into an occupation, and later when asked what a trade school is (on the TV), they had no idea. A large number of children stated that only a high school education is needed to become a member of almost any occupation. Knowledge of job training was one of the least developed areas in the vocational development of children investigated by the CCI.

(d) Economic status associated with the occupation -- economic status was investigated by the house assignment task and by the general economic status question, both parts of the Occupational Picture Sorting section. Preschool children and first graders did not make the connection of occupation-income-status-housing. The third and fifth grade children showed a budding understanding of the economic relationship of occupation to status and living quarters, but there was still variation in this area at the fifth grade level.

(e) Sex of the workers in the occupation — [illegible] associated most occupations with males only. [illegible] diminished with increasing grade level until [illegible] children seem to have had a fairly accurate [illegible] sex of workers in the different occupations.

(f) Child's desire of the occupation — the [illegible] process begins even earlier than prior [illegible]. Even preschoolers were eliminating jobs, many of which they knew very little if anything about, and children [illegible] more occupations with increasing age.

(g) Child's estimation of his possibility of doing the job — children seem to think they can do anything that they [illegible] they want to do, and they think they *can* do many things that they do not even want to do. As the elimination process mentioned above takes place (child does not want to do that job), the percentage of "could be" answers also decreases, but the decrease is not as rapid to the "could be" question as to the "would like to be" question.

Can children perceive similarities and differences among various occupations? Children perceived similarities and differences among various occupations and this task appeared to be developmental in nature. Some of the preschoolers had difficulty understanding what was being asked of them. These children apparently had not mastered the concept of *size* and [illegible], but by first grade the instructions were clear to most of the children.

Can children detect pictorial occupational absurdities? Children [illegible] pictorial occupational absurdities with increasing [illegible] at successive grade levels.

What is the extent of children's vocational vocabularies? These children's understanding of many vocationally oriented concepts was somewhat superficial. The preschool children gave low level responses for the terms *work* and *play* and did best with the term *job*. First graders gave improved definitions for these three terms and added *college* to the list of familiar words. Third graders continued the pattern of the two previous grade levels and added *salary* and *overtime* to the list of acquired terms. By fifth grade the terms *unemployment*, *[illegible]*, *business school*, and *diploma* were familiar, at least at a low level of understanding, to over one-half of the children.

Suburban children excelled the performance of the other two groups from first grade through fifth, but the acquisition of a high level of understanding for most of the terms presented did not occur by fifth grade.

Children need a basic understanding of the vocabulary of the work world if they are to comprehend other work-related information important to their vocational development, and these results indicated that they are not achieving this needed understanding.

Which occupations do children consider important and desirable and which ones do they consider not so desirable? From first grade, children begin approximating adult opinions as to the importance of occupations. According to the National Opinion Research Corporation (NORC) survey the doctor and the dentist are included in the highly-regarded occupations by adults. Children from first grade through [illegible] rank them similarly. Children replace the professor (highly ranked by adults) with the policeman as the third member of the high category. A substantial number of children at all levels were not familiar with the occupation of professor.

The occupations included in this section of the NORC considered of lesser importance by adults (NORC survey) include miner, janitor, and garbage collector. Children agreed with adults regarding the janitor and garbage collector but replaced the miner with the musician in an orchestra. This discrepancy may have been due to 1.) the ambiguity of the [illegible] of these occupations and/or 2.) the lack of knowledge on the children's part about the miner and musician. In some of their comments children implied that miners are paid and are consequently not poor. They also seemed to relate the musician to pupils in the local school bands and think that their activities are perhaps fun but not important work.

Children in elementary schools are in the process of developing and formulating vocational values and choices. Career education and guidance is necessary to aid them in their interests and attitudes from early childhood through retirement.

The impact that you, the elementary counselor, will have on career education in the elementary school is dependent upon you -- the challenge is here!

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ABSTRACT

These two conpendia compile information on a vocational guidance institute, occupational awareness in the urban middle school, for the periods September, 1969 to May, 1970 and September, 1970 to May, 1971. The long range objectives of the program were to improve or develop: (1) Knowledge of the world of work in the metropolitan area; (2) Information about resources available through business and industry, e.g., speakers, field trips, materials; (3) Knowledge about the needs of urban middle school children for "Occupational Awareness"; (4) Attitudes of sensitivity toward specific needs of minority groups within the urban setting; (5) Specific techniques and materials for promoting occupational awareness in both the counseling and classroom settings; (6) Skill in evaluating the effectiveness or the procedures developed for promoting occupational awareness; and (7) more effective communication with university and business-industry personnel in order to identify the specific tasks needed by these three groups to promote optimum career development for the urban middle school child. (Author/TA)

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Bernabei, Raymond; Case, James

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*Vocational Education; *Technical Education; *Work Attitudes; Jobs; Employment Opportunities; Elementary School Students; Junior High School Students; Evaluation; *Career Planning

IDENTIFIERS

ABSTRACT
This paper describes an attempt by the Hazleton, Pennsylvania School District to better utilize its vocational-technical education facilities through attracting more students to this area of educational endeavor. Two programs were provided for the purpose of developing a more positive attitude about work in children, and particularly about selected job areas. A "Job Awareness/Career Awareness" program was set up for elementary students (grades 4, 5, 6) and a "Job Orientation" program (grades 7, 8, 9). A means for carrying out the intention of the Hazleton School District was the use of taped television presentations about selected job areas at the two levels of job awareness/career awareness and job orientation. An attempt was made to determine the effectivness of the taped programs in developing more positive attitudes of students toward selected careers. The experimental program was generally evaluated as a success. There was conclusive evidence that the program effected a change in the attitudes of the students. (Author/WS)

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Cross, William C.

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IDENTIFIERS

ABSTRACT
This career education conference was for school counselors, vocational education workers, public school teachers, school administrators, and others interested in advancing career possibilities for students in schools in New Mexico. Recognized authorities in career education were invited to be participants and to share with conference enrollees the current professional thought regarding Career Education. This report of the conference proceedings contains the major addresses by the participants. Among them were: (1) Overview of APGA Activities in Career Education and Guidance by Patrick McDonough, (2) Exemplary Programs for Career Development in Secondary Schools by Norman Gysbers, and (3) a Developmental Approach to Career Development by Don Dinkmeyer. In addition, a number of summary conclusions are presented such as the suggestion that the conference should serve as a model to be emulated of how state departments and universities can beneficially work together in educational tasks. (Author/BW)

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AUTHOR
Bingham, William, (ed.)

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IDENTIFIERS

ABSTRACT

This paper presents materials from the 29th Rutgers Guidance Conference on behavioral outcomes for career education, including the keynote address by Norman Gysbers on the concept of life career development as a new point of departur for improving and extending comprehensive career guidance programs. Three broad areas of knowledge, understanding, and skills are identified to serve as a base for new career guidance programs: (1) self-knowledge and interpersonal skills, (2) career planning knowledge and skills, and (3) knowledge of the work and leisure worlds. Goals are stated in terms of student outcomes rather than as program outcomes, and a number of performance objectives and activities are developed for each goal. Panelists, whose reactions to the keynote address are included, have all been involved in operating programs where an important activity has been the translation, examination, and evaluation of their own efforts to use behavioral outcomes as a measure of their effectiveness. (Author/SES)

SECONDARY

SO YOU WANT TO GO TO COLLEGE?

Course Number 6443.50

I. COURSE DESCRIPTION

A. This course provides for the recognition and understanding of terms necessary to exploring college admission. Insight is gained concerning the relative importance of high school grades and activities, as well as high school testing and college entrance testing. The course will examine the junior college system, the senior college system and their relationship to each other. It will also explore varying campus atmospheres and aspects of campus life. Practice in handling applications including requesting transcripts and securing recommendations will be provided. All sources of financial aid and general procedures for applying will be studied.

B. Elective. Recommended for any student whether or not college entrance is anticipated upon graduation.

C. Course Strategy:

1. Reports
2. Discussions
3. Research
4. Field trips
5. Simulations
6. Resource personnel

D. Materials

1. Reference books (e.g., College Blue Book)
2. Brochures and leaflets (e.g., Miami Dade Junior College course descriptions)
3. Kits (e.g., Chronicle Guidance, SRA)
4. Audio-Visual Materials (e.g., video tapes, motion pictures, slides, records, tapes)
5. Transcripts
6. College Admissions Applications
7. Financial Aid Applications

E. Prerequisites: None, other than being enrolled in grade 10, 11, or 12

II. COURSE OBJECTIVES

A. Description of Course Competencies.

1. The student will be able to identify major variables involved in the high school profile.

   a. The student will be able to read his high school transcript, know what it reports about him (i.e., the content of the high school transcript), and draw conclusions or generalizations from the given data of the transcript.
   b. The student will be able to compare and contrast his transcript with the data given in other transcripts.
   c. The student will be able to analyze socio-economic aspects of his school and community and ascertain his deviation from or conformity to the norm.
   d. Given c. above, the student will be able to draw conclusions regarding the relationship of the school and community at large to his own achievement.
   e. The student will have learned a glossary of technical terms relating to testing, grading, subject selection, school and community activities, and transcript initiation, maintenance, and evaluation.

2. The student will be able to identify major variables involved in the college profile.

   a. The student will have obtained a bibliography of major college reference materials, in addition to college catalogs, and will have learned how to research their contents and evaluate for factuality, comprehensiveness, and recency of information.
   b. The student will be able to establish a perspective of varying college admissions policies and requirements for graduation. This will include the ability of the student to graphically locate a particular institution of higher education on an admissions continuum, the lower scale of which is identified as open door and the upper scale as highly selective.
   c. The student will know basic differences between private and public higher learning institutions.
   d. The student will be familiar with the role of public and private junior college systems.
   e. The student will be familiar with the Florida public senior college and university systems and the relationship of the public junior colleges to them.
   f. The student will have identified other aspects of colleges which individualize their profiles, such as: Location, size of student body, faculty-student ratio, cost, types of financial aid, curricula, race, etc.

g. The student will have examined the concept of high school and college accreditation, advantages and disadvantages of accreditation, basic procedures an institution follows in obtaining accreditation, and an introduction to the regional accrediting agencies.

h. The student will also have visited various college campuses and formulated concepts of each college's atmosphere (as operationally defined by the class) from student, faculty, and administrative points of view. He will be able to compare and contrast the three views and indicate the appropriateness of his admission to each college visited.

i. The student will have identified minority and low income groups and examined the specific problems such groups have in obtaining admission and financial aid to colleges with various profiles.

j. The student will be aware of the major sources of assistance to minority and low income candidates in gaining admission to colleges having various profiles.

k. The student will have examined campuses having varying degrees of unrest, the nature of the unrest, and will have contrasted such colleges with those having no history of unrest.

l. The student will have learned a glossary of technical terms relating to college admissions.

m. The student will be better prepared to begin his own college selection or list of possible selections.

3. The student will be familiar with the role testing plays in the admission process and will have been administered some or all of the pre-college testing programs.

a. The student will have examined and engaged in some analysis of various types of pre-college tests, such as those measuring or evaluating scholastic aptitude, scholastic achievement, musical or artistic talent, physical prowess, etc.

b. The student will have familiarized himself with the format, sample test items, and purposes of the 2-hour National Merit Scholarship Qualifying Test and the Preliminary Scholastic Aptitude Test.

c. The Black student will be better able to relate the NMSQT results with the purposes of the National Achievement Scholarship Program for Outstanding Negro Students and ascertain his probability of being designated an NASP finalist.

d. The student will have a broad perspective of the nature of and purposes for the administration of the Florida Twelfth Grade Testing Program.

e. The student will have sufficient information about the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board and the ACT of the American College Testing Program to distinguish between the two testing programs and to note differences among colleges with respect to their administration as a requirement in the admissions process.

f. The student will be familiar with
   (1) The nature of the Advanced Placement Program in which he could be enrolled while attending high school.
   (2) Procedures involved in Advanced Placement Testing including a review of sample Advanced Placement Tests.
   (3) Possible benefits to be derived from having achieved institutionally defined acceptable scores.

g. The student will be apprised, for present or possible future utilization, of the College-Level Examination Program.

h. The student contemplating admission to a 2-year-college or vocational-technical institute will have surveyed the profile of the Comparative Guidance and Placement Program, administration of which may be required for the purpose of guidance and placement at the institution.

4. The student will have a broad perspective of the financial aid spectrum and be better prepared, along with his parents, to assess his chances of obtaining financial aid at a specific institution of higher education, as well as to determine the nature of the aid he might obtain.

   a. The student will know the various types of financial aid available as well as eligibility requirements for each.
   b. The student will be familiar with scholarship and other financial aid opportunities available to him as the result of being selected Finalist or Commended Merit Scholar in the National Merit Scholarship program.
   c. The Black student will be aware of opportunities for scholarships and other financial aid afforded him as the result of being selected an NASP Scholar.
   d. The Black student will be aware of supplementary financial, as well as general guidance opportunities, available to him through NSSFNS and other organizations and programs in existence for the sole purpose of assisting minority and low-income students.
   e. The superior high school student will be apprised of the scholarship benefits afforded him through the Florida Twelfth Grade Testing Program which could result in his being named a Florida Regents Scholar.

f. The low-income student will have a comprehension view of various types of aid for which he may be eligible at Miami-Dade Junior College and other institutions of higher education.

g. The Cuban student will be familiar with financial aid available to him from the United States Government and other agencies, private and public.

h. The student desirous of entering the teaching or nursing profession will learn the State of Florida's procedures for obtaining financial aid from the State as well as other sources.

i. The student whose father is deceased or disabled as the direct result of his involvement in one of the U. S. Armed Forces will be aware of Veterans Administration financial assistance.

j. The student whose parent or parents may be subject to social security payments will be aware of the length of continuation of such payments on his behalf insofar as he is involved with furthering his education beyond high school.

k. The handicapped student will be familiarized with various types of financial assistance from Vocational Rehabilitation.

l. The student interested in a military academy or ROTC Program while attending college will be knowledgable of the financial assistance provided.

m. The student whose family income is an excess of $10,000.00 and must obtain more aid in order to attend a specific college will be apprised of aid for which he may be eligible.

n. The student desiring a specific major in college not previously mentioned, such as journalism, science, education of exceptional children, agriculture, pharmacy, art and music will be apprised of scholarship and other financial aid which may be available to him according to his specific needs.

o. The student from minority and low-income groups other than Black and Cuban, such as, Indians and migrants, will learn of financial aid for which he may be eligible.

p. The student needing work while attending college to supplement his income or to provide assistance in payment of college expenses will be familiar with the various work and work-study programs.

q. The student interested in an athletic scholarship will learn the procedures for obtaining such.

r. The student will be familiar with other sources of financial aid from within the local community and from organizations, such as civic and service groups and labor unions.

5. The student will be familiar with major aspects of the college admissions procedure.

a. The student will be able to combine his high school profile with a realistic selection of college profiles, possibly culminating in his selection of and admission to one college.

b. The student will have considered the practical aspects of his relative success--in terms of probability--in making his final college choice or choices.

c. The student will have considered his family problems, study habits, various achievement levels, and psychological preparedness for college level work.

d. The student will have ascertained how to obtain his application for admission, the period of time during which it can be prepared, and its due date.

e. The student will have learned how to complete his application.

f. The student will have determined whether he needs to apply for financial aid and, if so, what forms are needed, where they may be secured, the period of time during which they can be prepared, and their due date.

g. The student will have learned how to complete a financial aid application, whether a form obtained from the college itself or the Parents Confidential Statement or the Family Financial Statement.

h. The student will have learned what admissions or placement tests are required by the college, where to apply for administration of the tests, how to complete the application for administration, the cost of administration, as well as the time and place of administration.

i. The student will have reviewed published samples of test items in order that he can have the opportunity to be in the best frame of mind at the time of testing and to be "test wise".

j. The student will have been informed of the college reply date, the need for and completion of housing forms, the need for and completion of health examination forms by a physician, and the amount of deposit to the remitted

B. Demonstration of Competencies

Since this course primarily serves the personal needs and interests of each student enrolled, demonstration of compentencies must be individualized because the goals relative to those needs and interests are of that nature. Therefore, what knowledge in appropriate for one student is not appropriate for another, other than in probable passing interest. With this condition in mind, the student will generally express his compentencies in the following ways:

1. Know what is on his transcript and interpret it comparatively with respect to his local school and external norms.
2. Know where to go for the types of information he's seeking and how to find them within the source or sources.
3. Understand how his high school profile relates to the specific college profiles in which he expresses interest.

4. Understand both what the high school tests and pre-college tests he has taken, is taking, or will take test for, and how to read the scores relative to meaning.
5. Complete either simulated or non-simulated applications for admission, financial aid (where appropriate), and testing; with respect to non-simulated applications, all deadlines are met.
6. Visit several colleges (choices left to the student) to obtain perspective beyond the classroom setting as well as for comparison and contrast among them.
7. Knowledge of a technical vocabulary sufficient to understand the process of college admissions as it relates to him.
8. Personal growth has taken place toward goal fruition.

C. Acceptable Performance

Insofar as the student indicates that he is selecting and utilizing information and other learning activities appropriate to his expressed needs, the student is performing acceptably. Within this loose framework of acceptable performance, the instructor is observing a role of relevance to the individual student and assisting each student toward growth in the development of his college goals.

III. COURSE CONTENT, PROCEDURES, AND LEARNING ACTIVITIES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
High School Profile	Knowledge of Personal High School Transcript	1. Each student can begin the course with a copy of his own permanent record card for study and referral.
		2. The students might attempt to analyze through class discussion the meaning of the term "profile," as well as specific factors which could be included in a student's high school profile.
		3. Through the use of an opaque projector, the teacher could compare and contrast profiles of real but unidentified students having different transcript profiles.
		4. A counselor from the guidance staff could lead a discussion of high school graduation requirements according to the quinmester standards.
		5. The high school test chairman might discuss that part of the permanent record card reporting tests administered and the interpretation of the scores.
		6. A counselor from the guidance staff could provide a profile of the student body including: a. School and other reported norms (county, state, national) on various tests administered, b. Socio-economic make-up of student body, and c. Follow-up studies of alumni.
		7. A social studies teacher might report on the socio-economic aspects of the community or communities from which the student body comes.
		8. The students could discuss the influence of the community background on the school profile and their individual profiles.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
College Profile	A. Acquisition of bibliography and use of reference materials.	1. Students could be divided into small groups for bibliography research in college admissions at local school library, community library, and college or university library.
		2. Teachers could secure copies of various reference materials on college admissions for classroom use.
		3. The students could review these reference materials as to content, comprehensiveness, recency of information, factuality.
	B. Knowledge of varying college admission policies.	1. The students could select college catalogs of their choice and review their contents for comprehensiveness, recency of information, and factuality.
		2. Students might contrast the information provided in college catalogs with that provided in a publication such as the College Board's Manual of Freshman Class Profiles.
		3. The teacher could provide the students with a list of colleges having varying admissions policies from open-door to highly selective. Students could research these colleges from the reference materials available and classify each according to selectivity.
		4. The teacher or committee of students could arrange for a panel of college representatives (to include public and private junior colleges, public and private senior colleges and universities) to talk with the class about their respective colleges.
	C. Knowledge of varying college atmospheres.	1. Students could arrange individually or in groups to visit two or more college campuses and meet with students, faculty, and administrators to assess the campus atmosphere as predefined by the class. Each student could then return to class and ascertain, with obtainable admissions criteria, his admissibility to each school visited and his likelihood of satisfactory adjustment there.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. A panel of college students, professors, and administrators could discuss the problem of student unrest on college campuses with representation from a college or colleges experiencing no overt unrest.
	D. Knowledge of college accreditation.	1. A representative from an accredited institution of higher education and another from a non-accreditated institution might talk with the students about accreditation procedures, the meaning of institutional accreditation, and the relative value of accreditation.
	E. Problems of minority and low-income students in college admissions.	1. Black college representatives from integrated and predominantly Black schools could discuss problems of minority admissions with the class and indicate current attempts at solution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Pre-College Testing	Familiarity with the role of testing in the admissions process.	1. A college admissions officer or officers could discuss with the student the role of testing in the admissions process as well as discuss tests currently used in college admissions.
		2. The students can review the materials currently available on the combined National Merit Scholarship Qualifying Test and the Preliminary Scholastic Aptitude Test. The purposes of the test, test format and sample test items can be explored and results discussed. When appropriate, the test can be administered to all in the class who are interested.
		3. Black college students who have been recipients of the benefits of the National Achievement Scholarship program for Outstanding Negro Students might be recruited to discuss this aspect of the National Merit Scholarship Qualifying Test.
		4. The high school test chairman could discuss the Florida Twelfth Grade Test Program--its format and purposes. When appropriate, all twelfth grade students would be administered the test.
		5. Students could review admissions procedures for two or more colleges of their choice with respect to admissions testing. They would note the preference of a college for results from either College Board or ACT testing.
		6. The teacher could provide information booklets to each student for the ACT and CEEB'S Scholastic Aptitute Test and Achievement Tests. Students could complete sample or true applications for both programs.
		7. The students could distinguish between the two major national college testing programs in their format, test samples, manner of reporting scores, and interpretation of scores. The appropriate tests would be taken according to the student's college admission needs.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. A faculty member from a high school involved could discuss the Advanced Placement Program and provide the class with sample test items from his/her Advanced Placement course as well as from other courses. The discussion could conclude with procedures used in applying for the AP Test.
		9. An admissions officer from a college accepting results of the AP Test could discuss benefits afforded the student having acceptable AP scores insofar as his institution is concerned. He could also elaborate regarding differences among colleges in accepting such scores.
		10. An admissions officer from a college approving CLEP results could discuss the value of this program to students entering his institution and cite differences among colleges with respect to the CLEP.
		11. Students could review the profile of the Comparative Guidance and Placement Program and note the comprehensiveness of the information provided. When appropriate the student may be administered the test.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Applying for financial aid.	A. Knowledge of types of financial aid.	1. A college financial aid officer might lead the students in a discussion of types of financial aid currently utilized by higher education and eligibility requirements for each type of aid.
	B. Knowledge of special scholarship qualifying tests.	1. The scholarship chairman from the school's guidance department could discuss the scholarship aspects of the NMSC and NASP.
		2. Each student in the class will complete a trial financial aid application to a college of his choice and the financial aid application of the College Board or the ACT.
	C. Knowledge of minority and low income financial aid opportunities.	1. A representative from NSSFNS might be available to talk with the black students about the financial aid aspects of NSSFNS and to combine this information with the purposes of NSSFNS as well as the completion of application forms to be submitted to NSSFNS.
		2. The scholarship chairman could moderate a panel of students in discussing the requirements of the Florida Regents Scholar Program, especially with respect to financial eligibility requirements of the family and the cost of education at the admitting college or university.
		3. A representative from the financial aid office at Miami Dade Junior College might present a comprehensive report of financial aid available to minority and low-income students including Economic Opportunity Grants, NDEA loans, tuition waivers, Cuban Loans, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Knowledge of aid available through military and veterans sources.	1. A panel of armed forces representatives could discuss the financial assistance provided through the military academies, ROTC programs, and the Veterans Administration. The guidance department's scholarship chairman might assist nursing and teaching candidates regarding the procedures for obtaining the State of Florida Nursing and Teaching Scholarship Loans and other appropriate financial aid.
	E. Knowledge of work, work-study, and coop programs.	
	F. Knowledge of community, organizational and other financial aid sources.	1. A panel of counselors, teachers, and representatives from college financial aid offices and civic organizations could discuss other types of financial aid not previously covered in the course.
		2. A mock financial aid committee comprised of members of the class will review simulated financial aid applications and make decisions of acceptance, rejection, type, and amount of aid granted.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The college admissions process.	A. Knowledge of practical steps to be taken in applying for admission to college.	1. Students may research individually or in groups through available filmstrips, catalogs, brochures, reference books or other media such pertient information as may be needed in establishing the procedures for admission to the college or colleges to which applications will be addressed.
		2. Through the use of available college profile information, each student will assess both his chances for admission to the college or colleges of his choice, and his probable success if admitted.
		3. Each student will acquire, complete, and, where appropriate, submit applications for admission and financial aid as prescribed by his/her choice of college(s).
		4. Each student will complete either simulated or true applications for prescribed admissions or placement tests.
		5. A mock student admissions committee (rotated in order that each member of the class may be a member of the committee) could review each class member's application and determine acceptance or rejection. Examples of early and regular admissions and early decision candidates might come before the mock committee.
	B. Selection of college major	1. An employment counselor, a college course selection advisor, and a college placement counselor could present a panel discussion regarding such topics as occupations, occupational outlook, the influence of local and national economy on employment in various occupations, and the selection of a college major.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. A representative from the Florida State Employment Service may introduce the class to the DOT, the Occupational Outlook Handbook, the Occupational Outlook Quarterly, and various occupational publications of the Department of Labor and Bureau of Labor Statistics.

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SOME PROJECT TALENT FINDINGS REGARDING CAREER PLANNING

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ABSTRACT

This paper presents some implications concerning career choice drawn from an analysis of results for 400,000 high school students tested by Project TALENT in 1960, a follow-up done five years later, and a survey in 1970 of high school students using selected parts of the TALENT test battery. These relate mainly to the increasing realism of choices, especially of the boys, the distinctive patterns of scores for career groups identified five years after graduation, and the importance of earlier choices of at least the general nature of the career field.

SOME PROJECT TALENT FINDINGS REGARDING CAREER PLANNING

This paper will up-date the findings in Project TALENT, a survey and follow-up of 400,000 high school students. The planning phase of this study was initiated 15 years ago in 1957, and the testing was conducted in March 1960. This paper will present several new findings and relate these to some of the previously reported results.

1. The unrealistic and unstable career choices characteristic of high school students throughout the country in 1960 are no longer typical of today's students.

The instability of the career choices of high school students in 1960 is well illustrated by the fact that only 13% of the eleventh grade boys indicating a particular career choice from a list of 36 occupations reported the same career plan 6 years later. The career plans for the girls showed only a slightly greater amount of stability. This stability was concentrated primarily in the groups of firls selecting housewife, nurse, and high school teacher for their career plans in 1960.

The lack of realism in the choices of the boys is well illustrated by the fact that nearly one-quarter of the eleventh grade boys reported that they planned to be engineers or scientists, and only about one-third as many still reported career plans of this type 5 years after completing high school. In contrast with this, nearly three times as many boys indicated that they planned careers in business in their reports 5 years after graduating from high school as had indicated such a choice when they were in the eleventh grade. The big change in the career plans for girls was the change from 11% in the eleventh grade to 45% 5 years beyond high school in the proportion reporting they planned that their primary career be housewife.

An update of this 1960 national survey, which was carried out in the spring of 1970, indicates that the proportions of eleventh graders reporting plans for specific careers have become somewhat more realistic in the 10-year interval. For example, the percent planning careers as engineers and physical scientists has dropped nearly a third during this period. Half of the eleventh grade boys in both 1960 and 1970 report they plan to graduate from a four-year college program. These boys indicate plans for careers which require college training. It seems almost certain that about half of them will not complete this amount of training and will therefore be forced to modify their career plans.

The trend toward greater realism in the career planning of eleventh grade boys is further substantiated by an analysis of the average scores on the same reading comprehension test administered to groups of students planning specific careers in 1960 and 1970. The boys planning careers in mathematics, the biological sciences, psychology or sociology, political science or economics, law, and pharmacology in 1970 had average reading scores which were about the same as those entering careers in these fields as reported in the follow-up of students of the 1960 Project TALENT group. In contrast, the 1960 groups of boys planning such careers had average reading scores which were from 5 to 7 points lower than those of the corresponding groups entering these fields.

In several fields the average reading comprehension scores for the boys in both 1960 and 1970 indicated a lack of realism for their choice. These career fields included engineering, dentistry, armed forces officer, airplane pilot, and social worker. In both surveys the groups of boys who indicated they planned such careers while in the eleventh grade had average reading scores which were from 5 to 15 points below those who are actually entering those fields.

The picture for the girls is somewhat different. In 1960 their career plans were in general more realistic than those for the boys. Although there were at least five times as many girls planning careers as scientists, physicians, lawyers, and social and behavioral scientists as the numbers who appeared realistically to be entering these fields five years after high school, these percentages were all relatively small in both years and therefore do not have a very important effect on the general pattern. The analysis of the average reading scores for the groups of girls planning specific careers in 1960 and 1970 does not indicate any field in which the groups of girls in 1960 had been significantly unrealistic and the 1970 girls realistic. In both 1960 and 1970 the groups of eleventh grade girls planning careers as physicians, nurses, social workers, lawyers, and airplane pilots had average reading scores from 5 to 9 points lower than the averages of those entering these fields. In the fields of physical science, business, and the clergy the average scores for eleventh grade girls planning such careers in 1960 were fairly close to the actual averages of those entering them. However, in 1970 the average reading scores for the girls planning careers were from 6 to 10 points below the averages of those actually entering those fields.

More girls report in 1970 that they plan to go to college, and they indicate a trend away from the traditional female jobs such as nurse, secretary, and beautician and toward professional and socially relevant jobs such as biological scientist, social worker, sociologist or psychologist. The above findings suggest that the changes in career plans characteristic of today's girls represent a reaction to social pressure for change but not as yet a genuine acceptance of these new roles. Perhaps the key to this ambiguity can be found in the finding that 45% of the girls 5 years after graduating from high school report only housewife as their career plan. If a greater proportion of our girls are to plan and pursue careers, as has been characteristic of those entering teaching and nursing, they must obtain better guidance at an early stage in their secondary education.

If guidance programs are going to become more effective they need to take into account the changes in the factors important to young people in their choice of careers. In both 1970 and 1960 the most important factor influencing the choice of both boys and girls was "Work which seems important to me." In 1970 nearly three-fourths of the boys and more than three-fourths of the girls reported that this factor was extremely important or very important to them. In both instances these proportions were slightly greater than in 1960. A factor which became more important for both boys and girls was "Freedom to make my own decisions." The other three factors, "Good income to start or within a few years," "Opportunity for promotion or advancement in the long run," and "Job security and permanence," all dropped substantially in the ratings of importance for the 1970 students as compared with the 1960 group.

2. *The various career groups identified five years after graduation from high school showed distinctive patterns of scores with respect to abilities such as mathematical reasoning, writing, reading comprehension, and mechanical reasoning on tests taken in high school. Their interests and preferences as shown by both expressed interests in various careers and activities and the types of information they revealed when tested in the eleventh and twelfth grades in high school are also generally consistent with their present career plans.*

Thus it is clear that later career activities could have been planned on the basis of information available in high school.

For the eleventh and twelfth grade students tested in 1960, the 5-year follow-up study showed that information and ability test scores predicted which of 27 career groups a student would select 5 years after high school fairly well, the multiple correlation coefficient being 0.48. Additional information from grades, high school curriculum, and expressed interests in various careers and activities typical of them results in an increase in the multiple correlation coefficient to 0.61. A few examples will illustrate the best predictors for some typical careers.

Electrical engineers. For electrical engineers 3 ability factors are of special importance, the first being mathematical reasoning, the second mechanical reasoning, and the third reading comprehension. Both the information and interest tests indicated that strong interests in the physical sciences and engineering fields were characteristic of this group.

Physicians. For physicians the three most important abilities in that order were mathematical reasoning, writing, and reading comprehension.

This group was also characterized by high scores on the information and interest tests in such fields as physical and biological sciences, literature, and music.

Lawyers. The group planning careers in this field were about equally high in mathematical reasoning, reading comprehension, and writing. Their information and interest scores were highest in public service, literature, theater, music, and sports and distinctively low in the fields of mechanics, technology, and the skilled trades.

Teachers. In general, the individuals who had entered or were about to enter a career in teaching were only slightly above the mean of all high school students. Their abilities were relatively higher in the reading comprehension and writing areas. On the interest and information tests they tended to be high on social service, literary-linguistic items, social studies, and sports.

Machinists. This group tends to be quite a bit below the average of all high school students on reading comprehension, writing, and mathematical reasoning. They are above the average for high school students on mechanical reasoning. Their information and interests relate to mechanical, technical, and skilled trades items and are especially low in the areas of literature and social studies.

3. *If the secondary school education of students is to be relevant to their needs and plans it is essential that they be assisted in selecting their careers at an earlier time.*

The first section of this paper makes it quite clear that although improvement in the realism of career planning was significantly improved between

1960 and 1970, there is still substantial need for further improvement. Although more students in 1970 feel that their coursework is relevant to their future activities, there are still nearly one in four of the students who say that they feel much of their coursework will be of little value to them. It is only possible for students to take responsibility for their own educational development if they have definite and realistic plans. Guidance counselors can be of very great service to today's students by giving them a better understanding of the requirements for effective performance in various types of career activities and assisting them to relate these requirements to their own abilities and interests. Counselors can also assist students in learning to manage their own educational and developmental programs to achieve their goals.

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Occupational Values, Social Classes and School Communities

By

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Anyone attempting to understand the adolescent problem of selecting a career has been faced with the relative values which relate to work. Although this has proven to be a researchable construct, little information has been provided regarding the ordering of occupational values for students of different social classes attending schools varying considerably as to social class distributions. The occupational values of students (of different social classes from schools differing in mode social class) could constitute an essential and importsnt element in the understanding of the motivational structure of students. If professional educators want to perform a significant service in assisting youths to reach a decision, however tentative, regarding a choice of careers, it is important that additional insight be gained about the occupational values construct.

Among the studies in which the construct of occupational values was included, the following are representative of the importance and versatility of this concept. Ginzberg et al (1951) provided important data regarding the time at which values concerned with occupations are formed. Centers (1949) found social class differences in occupational values, while Singer and Stefflre (1954) found differences in the values regarding work held by adolescents and adult males. Dipboye and Anderson (1959) studied the ordering of occupational values of high school students, while Cohen and Rusalem (1964) studied the occupational values of retarded students. Gribbons and Lohnes (1965) studied shifts in the vocational values of adolescents. Thompson (1966) investigated the occupational values of high school students. Perrone (1967) studied the stability of values of junipr high school pupils and their parents over a two year period of time.

The present study was an attempt to add information about occupational values by providing data about the values held by students of two school districts, each of which had the same social classes (with the exception of the upper class) but differed significantly in the proportion belonging to the same class.

Population and Procedures

The study population consisted of 634 secondary school age students (beginning ninth grade) attending two large suburban school districts in Central New York. The two school systems which were selected had a similar range of social classes but differed considerably as to distribution of the number and percent classified as belonging to each of the social classes. School A was located in a relatively "well to do" area. Most of the fathers were employed in the professional, semi-professional and managerial occupations. The majority of the houses were of the better than $28,000 class. However, a small segment of the school population lived in dilapidated or semi-dilapidated houses or in transient trailer camps, or houses much too small for the number of members in the family. School B had a very different distribution according to the social class construct. In this school, there were no members of the ninth grade living in the upper (Class 1) social class. Of the social classes of the study, the majority of School B were classified as belonging to Classes 4 and 5; in School A, the largest class was Number 2. Two hundred and ninety-eight subjects of the study came from School A, and three hundred and thirty six came from School B. The distributions by School and by social class are reported in Table I.

Table I

Social Class Distribution by Schools

Social Class	School A	School B
1	17	--
2	142	27
3	58	41
4	33	109
5	26	107
6	22	52

This pair of populations was administered an occupational values scale adapted from Centers (1949) which consisted of the ranking of nine occupational values by each student. The nine occupational values were: security, prestige, salary, interesting work, advancement, working conditions, relations with others, independence, and benefits, Each value was labeled and briefly described.

Determination of Social Class

The method selected for determining social class was the three factor formula developed by Hollingshead (1958). This formula is a weighted combination of values assigned to (a) occupation, (b) area of residence, and (c) education. An attempt was made to include a fourth factor which was viewed as being potentially significant, source of income, but this had to be abandoned due to the reluctance of school authorities to permit the acquisition of these descriptive data. Cooperation of school authorities was excellent and thus the desire to include the fourth factor was not pressed. The assignment of area of residence weights was facilitated by a map drawn by the operator of a well known surveying concern.

In the formula utilized to determine the social class of each participating student, occupation received a weight of 9, area of residence 6, and education 5. Class 1 consisted of all who had a total of 30 or less weighted points. The other classes had the following ranges:

Class 2	31 - 53
Class 3	54-73
Class 4	74 - 92
Class 5	93 - 108
Class 6	109 - and over

The recommendations and suggestions of Hollingshead (1958) were followed in the establishment of these cutting points.

Analysis of Results

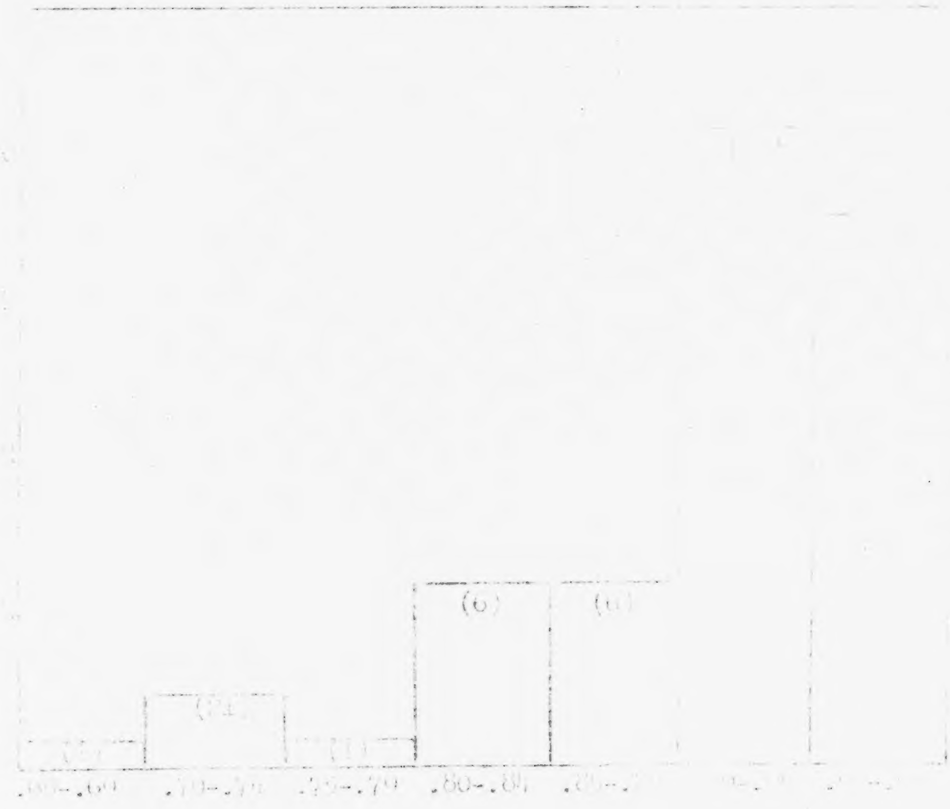
By Social Classes and by Schools Differing in Mean Social Class

The ranks given to the nine values, plus means and standard deviations, for all eleven social class segments are found in Table 2. (Note. Due to the procedures employed, the lower the mean, the higher the ranking of the value). Probably the most significant finding is the similarity of the patterns of the ranks. Of the 55 rho's, each social class compared to all others on the nine values (Graph 1), 39 were of the magnitude of .90 or higher. The range was from .65 (Classes I and IV of School A) to .98 Class IV of both schools). Even in Class I, where the rankings differed the most from those of all other classes, the rho's ranged from .65 to .83. When the responses of the pupils from the same social class but attending schools differing in mean and mode social class were compared, once again, the overall similarity was the major finding. The mean rankings of Class II correlated (rho) .92; for Class III, the rho was .91; for Class IV,.98, for Class V, the mean ranks correlated .90 and for Class VI, the correlation was .89.

In School A, the relatively well to do area, all six social classes ranked interesting work as being the most important. Four of the six social classes ranked security second and the other two ranked it third. Independence, benefits, and prestige were ranked by all six social classes as being relatively unimportant values. In School B, four of the five social classes ranked interesting work first and salary second. The lowest social class of this school reversed the ordering of these two values. Once again, the value placed upon independence, prestige, and benefits was consistently low.

Conclusions

Neither the social class of the students nor the social class descriptions of the schools seemed to be an important determiner of differences in occupational values. The 11 X 10 cell intercorrelational matrix (rho's) showed a range of .65 to .98. The overall ranks of students belonging to the same social class but coming from schools differing significantly in the distribution of social classes was from .89 to .98. Even the uppermost social class, and unfortunately this was found in only one of the two schools, had a range of .65 to .83. The interpretation of these data is that consistency of occupational values is the general rule and that social class and social class make-up of the school are relatively non differentiating variables. Possibly a different list of values along with a modification of the system of responding might result in social class differences.



MAGNITUDE OF rho's

(Each of the eleven social classes compared [illegible]

on the nine occupational values

Group I

Table II

Occupational Values by Social Class and Schools

School A

Social Class		Values									N
		Sec.	Pres.	Sal.	I.W.	Adv.	W.C.	Rw/o	Ind.	Ben.	
I	Mean	5.00	[illegible]	4.35	2.06	5.82	4.06	4.59	5.00	[illegible]	17
	S.D.	2.51	2.06	2.09	1.75	2.79	1.78	2.09	2.62	1.32	
	Rank	5½	8	3	1	7	2	4	5½	9	
II	Mean	4.54	6.33	3.68	2.13	5.18	4.82	4.80	6.46	6.88	142
	S.D.	2.40	2.40	1.87	1.84	2.08	2.22	2.27	2.49	1.77	
	Rank	3	7	2	1	6	5	4	8	9	
III	Mean	4.58	6.19	3.60	2.66	5.38	4.34	5.07	6.86	6.57	58
	S.D.	2.39	2.64	1.73	2.14	2.34	1.77	2.51	2.47	1.83	
	Rank	3	7	2	1	6	4	5	9	8	
IV	Mean	3.85	6.55	3.58	2.48	4.48	4.88	5.15	7.67	6.24	33
	S.D.	2.29	2.52	2.06	2.27	2.11	2.02	2.12	2.04	1.70	
	Rank	3	8	2	1	4	5	6	9	7	
V	Mean	3.15	6.35	4.38	3.08	4.96	4.96	4.81	6.96	6.31	26
	S.D.	2.01	2.30	2.35	2.51	2.66	1.95	2.00	2.07	2.09	
	Rank	2	8	3	1	5½	5½	4	9	7	
VI	Mean	4.86	5.77	3.73	3.41	5.27	4.50	4.77	7.23	5.36	22
	S.D.	2.98	2.16	2.21	2.56	2.47	1.79	2.33	2.22	2.85	
	Rank	5	8	2	1	6	3	4	9	7	

Key

Sec.	Security
Pres.	Prestige
Sal.	Salary
I.W.	Interesting work
Adv.	Advancement
W.C.	Working conditions
Rw/o	Relations with others
Ind.	Independence
Ben.	Benefits

Table 11

Occupational Values by Social Class and by Schools

School B

Social Class		Values Sec.	Pres.	Sal.	I.W.	Adv.	W.C.	Lw/o	Ind.	Veh.	N
I	Mean	N. of Zero in this class for this school									
	S.D.										
	Rank										
II	Mean	3.48	6.78	3.52	2.11	5.78	4.33	5.59	6.58	6.33	7
	S.D.	2.36	1.99	2.12	1.45	2.29	1.66	2.56	2.17	2.13	
	Rank	3	9	2	1	6	4	5	8	7	
III	Mean	4.46	6.78	3.44	3.12	5.15	4.39	5.15	6.73	5.95	41
	S.D.	3.03	2.32	1.65	2.41	1.92	2.05	2.24	2.38	2.22	
	Rank	4	9	2	1	5½	3	5½	8	7	
IV	Mean	4.01	6.23	3.22	2.95	5.28	4.75	5.39	7.00	6.12	109
	S.D.	2.55	2.52	1.87	2.33	2.19	2.06	2.24	2.16	2.15	
	Rank	3	8	2	1	5	4	6	9	7	
V	Mean	4.64	6.22	3.35	3.19	5.74	4.24	5.07	6.49	5.97	107
	S.D.	2.56	2.50	2.11	2.40	2.22	2.27	2.34	2.28	2.20	
	Rank	4	8	2	1	6	3	5	9	7	
VI	Mean	3.58	6.25	3.23	3.52	5.28	4.61	5.31	6.25	6.11	52
	S.D.	2.52	2.34	2.56	2.14	2.13	1.60	2.51	2.28	2.25	
	Rank	3	8½	1	2	6	4	5	8½	7	

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DADE COUNTY PUBLIC SCHOOLS
1410 NORTHEAST SECOND STREET
MIAMI, FLORIDA 33132

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
(You and Your Occupation)

Department 48 - Course 8769.07

the division of

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Course Description

8769	48	8769.07	You and Your Occupation - General Related
State Category	County Dept. Number	County Course Number	Course Title

This course will serve to acquaint students with the various career and occupational opportunities available to them, as well as the requirements necessary for becoming desirable employees.

Indicators of success: Applicants must show a need which might be served by admission to the Work Experience Program.
Clock hours: 45

PREFACE

The course is designed to orient students to the variety of career opportunities available to them on a part-time basis, the duties and responsibilities involved in various occupations, and the qualifications necessary for employment in their selected career.

The students in the program should be in tenth grade; however, those schools organized on the basis of grades nine through twelve would include ninth grade students in the program. The students should be at least fourteen years of age and should be selected in terms of certain cultural deprivations or other basic needs, including over-age in grade, or the need to find part-time employment in order to remain in school on a full time basis.

This second quinmester course is organized in four blocks, and covers a period of forty-five classroom hours. The instruction received by the students should aid them in developing desirable attitudes and opinions regarding occupational opportunities, as well as increase their skills and abilities in making critical analysis and judgements regarding the world of work. Because of their exposure to the material covered in this course, the students should also become more mature thinking individuals as they evaluate themselves realistically and establish goals that will aid them in preparing for future gainful employment, thereby making them more productive citizens of our society. Coverage of the material should also aid in ensuring success in students' areas of employment.

The nature of the course offers an excellent opportunity for the teacher-coordinator to employ a variety of techniques in presenting the material. Students can be encouraged to engage in a great deal of independent study in gathering data related to class assignments. The materials may also be presented through lectures, student participation in class discussions, audio-visual aids, demonstrations, and field trips to various business and industrial centers for first-hand observations.

The bibliography included in this outline lists the reference materials that may be utilized in teaching the course. A post-quin test is also included in the appendix to serve as a means of evaluating the students' understanding of the material presented.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Teacher Education Service of the Dade County Public Schools, Division of the Vocational, Technical, and Adult Education, and has been approved by the Dade County Vocational Curriculum Committee.

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with Suggested Hourly Breakdown

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  Factors for Success 1
  Building Skills for Job Success 1

II. SURVEYING THE WORLD OF WORK (20 hours)
  Job Opportunities in the Community 1
  Job Requirements 2
  Benefits to Look for 2
  Standards of the Job 2
  What to Expect From an Employer 2
  Your Progress on the Job 2
  Terminating the Job 2

III. OCCUPATIONAL AND CAREER INVESTIGATION (13 hours)
  Finding Your Job 3
  Learning About Occupations 3
  Where People Work 3

IV. QUINMESTER POST TEST (2 hours)

APPENDIX: QUINMESTER POST TEST SAMPLES 16

GOALS

The Senior High Work Experience student must be able to demonstrate:

1. An awareness of the prerequisites needed for entry into the world of work.

2. The ability to investigate occupational possibilities related to interests, capabilities, and expectations.

3. Skill and accuracy in compiling data regarding careers and career goals.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - EMPLOYMENT READINESS

The student must be able to:

1. Evaluate himself in determining occupational goals.
2. Demonstrate an awareness of his abilities and limitations in selecting an occupation.
3. Display evidence of character, personality, and social traits related to job success.
4. Demonstrate skill in communicating ideas orally, and in writing.
5. Perform basic computational problems.

BLOCK II - SURVEYING THE WORLD OF WORK

The student must be able to:

1. Gather data regarding job availability in community.
2. List three occupations for which he could qualify.
3. State orally, and in writing, ten factors that should be considered in selecting an occupation.
4. Discuss five things that an employee can expect from his employer.
5. State orally, and in writing, a plan for making advancements on the job.
6. Demonstrate the proper procedure for leaving a job.

BLOCK III - OCCUPATIONAL AND CAREER INVESTIGATION

The student must be able to:

1. Establish realistic goals based on present needs and career objectives.
2. Demonstrate skill and competency in compiling and communicating information related to occupational choice.
3. Make a comparison of major occupations.
4. Exhibit an understanding of the duties and responsibilities associated with various occupations.
5. Redefine occupational goals, if necessary, in terms of research on occupational outlook.

Course Outline

WORK-EXPERIENCE PROGRAM - 8769
You and Your Occupation

Department 48 - Course 8769.07

I. EMPLOYMENT READINESS

- A. Personal Assessment
    1. Interests
    2. Skills
    3. Aptitude
    4. Experience
    5. Attitudes
    6. Hobbies
    7. Health
    8. Education
    9. Needs
    10. Goals
    11. Appearance
    12. Other strengths or weaknesses

- B. Factors for Success
    1. Pleasing personality
    2. Positive attitudes
    3. Good grooming habits
    4. Initiative
    5. Honesty
    6. Productivity
    7. Dependability
    8. Self-confidence
    9. Punctuality
    10. Enthusiasm
    11. Ability to get along with others
    12. Efficiency

- C. Building Skills for Job Success
    1. Communication
    2. Mathematical

II. SURVEYING THE WORLD OF WORK

- A. Job Opportunities in the Community
    1. Location
    2. Work involved
    3. Transportation
    4. Training required
    5. Stability of occupation

- B. Job Requirements
    1. Duties and responsibilities
    2. Level of entry

B. Job Requirements (Contd.)
   3. Hours
   4. Education

C. Benefits to Look for
   1. Salary
   2. Fringe
   3. Opportunity for advancement
   4. Job security
   5. Working conditions

D. Standards of the Job
   1. Attire
   2. Release time
   3. Signing in and out
   4. Attendance
   5. Punctuality
   6. Smoking regulations

E. What to Expect from an Employer
   1. Training
   2. Reasonable rate of pay
   3. Safe working conditions
   4. Explanation of duties, policies and regulations
   5. Evaluation of work
   6. Discipline
   7. Consideration
   8. Change of duties
   9. Introduction to other employees
   10. Honesty
   11. Partial payment of Social Security Tax

F. Your Progress on the Job
   1. Initiative
   2. Cooperation
   3. Additional training
   4. Seniority
   5. Productivity
   6. Reliability
   7. Leadership ability
   8. Thoroughness
   9. Improvability
   10. Adaptability
   11. Maturity

G. Terminating the Job
   1. Consult teacher-coordinator
   2. Consult employer
   3. Give ample notice
   4. Self-evaluation

III. OCCUPATIONAL AND CAREER INVESTIGATION

A. Finding Your Job
   1. Immediate needs

    2. Career objectives.

- B. Learning About Occupations
    - 1. Writing a job description
    - 2. Conducting interviews
    - 3. Writing for career information
    - 4. Observing workers on the job
    - 5. Securing part-time employment
- C. Where People Work
    - 1. Major occupational groups
        - a. Professional and Technical
        - b. Clerical
        - c. Sales
        - d. Agriculture
        - e. Managers
        - f. Craftsmen
        - g. Operatives
        - h. Service
        - i. Laborers
    - 2. Nature of the occupations
        - a. Occupational monographs
        - b. Trends
        - c. Employment outlook
        - d. Educational implications

IV. QUINMESTER POST TEST

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5101 Madison Road
Cincinnati, Ohio 45227

27. Sterling Publishing Company, Inc.
419 Park Avenue South
New York, N. Y. 10016

28. U. S. Employment Service
Division of U. S. Department of Labor
Washington 25, D. C.

29. U. S. Government Printing Office
Washington, D. C.

30. University of Illinois Press
Urbana
Illinois 61803

APPENDIX

QUINMESTER POST TEST SAMPLES

QUINMESTER POST TEST

True-False Test Items

Each of the following statements is either true or false. If the statement is true, draw a circle around the letter T following it; if the statement is false, draw a circle around the F. If a statement is false, in part, it is entirely false. Score - 2 points for each correct answer.

---

1. Personality is the sum total of every quality you have. T F
2. The largest increases in employment are taking place in the occupations that require the least education and training. T F
3. Going to college is the only way to continue one's education. T F
4. The most important factor in job success is attitude. T F
5. A person who works for another is called an employer. T F
6. A skilled employee who has responsibility for scheduling the work of others is known as a supervisor. T F
7. People generally do best those things that they enjoy doing. T F
8. In most occupations today, being able to communicate is a key requirement. T F
9. High school graduates on the average earn about the same as college graduates. T F
10. The best way to decide on the occupation you prefer is to have the coordinator select what is best for you. T F
11. The impression that one makes upon others is based largely on appearance, voice, and behavior. T F
12. Special interests and abilities cannot be revealed by aptitude tests. T F
13. An aptitude is your natural ability to do something. T F
14. A skill is an accomplishment. T F
15. Ads in the Help Wanted section of a newspaper never have any abbreviations in them. T F

16. Automation has changed many jobs, eliminated others, and created many new occupations. T F

17. The ability to get things done without being urged by others is called initiative. T F

18. At the beginning of the century, more than one-half of all the jobs were in the laboring area. T F

19. Sick pay is a fringe benefit. T F

20. Strength is the main factor in most unskilled occupations. T F

QUINMESTER POST TEST

Completion

You are to fill in the blank or blanks with the word or words that make the statement correct. Score - 1 point for each correct answer.

---

1. The nine major occupational groups are ______________________,

, ______________________, ______________________, ______________________,

______________________, ______________________, ______________________,

______________________, and ______________________.

2. A brief description of an individual's education, experience, and other information--used in seeking employment is called a

____.

3. Working with others in a cooperative manner is known as

____.

4. A fund that your employer pays a portion of is called

____.

5. A detailed study of an occupation is known as a ______________

____.

6. A major type of occupation found in Miami is that of ______________

____.

7. Ten factors that should be considered in selecting an occupation

are ______________, ______________, ______________,

______________, ______________, ______________,

______________, ______________, ______________,

and ______________________.

QUINMESTER POST TEST

Essay

Read each statement below very carefully, and answer each one in the space provided below the statement. You are expected to answer each statement in its entirety in order to receive credit. Score - 2 points for each complete answer.

---

1. List five things that an employee can expect from his employer.

   a. ____________________ d. ____________________

   b. ____________________ e. ____________________

   c. ____________________

2. List in order of your choice the occupation at which you hope to be working ten years from now.

   a. ____________________

   b. ____________________

   c. ____________________

3. State three occupations in which you now feel qualified.

   a. ____________________

   b. ____________________

   c. ____________________

4. State three qualities of your personality you think are best.

   a. ____________________

   b. ____________________

   c. ____________________

5. What are three qualities of your personality you think are the worst?

   a. ____________________

   b. ____________________

   c. ____________________

Essay (Contd.)

6. List three ways by which you plan to improve yourself to become better qualified to reach your goals listed in Question 1.

   a. ______________________

   b. ______________________

   c. ______________________

7. Based on the information that you have gathered regarding your choice of occupation in which you are currently most interested, complete the form below by supplying the necessary information.

   Title of my occupation ______________________

   Nature of the job:

   Duties to be performed:

   Related duties:

   Qualifications:

   Method of entry:

   Earnings:

   Working conditions:

   Opportunity for advancement:

   Fringe benefits:

   Advantages and disadvantages:

   Outlook for this occupation:

QUINMESTER POST TEST

The chart below is to be used in answering the questions regarding employment opportunities in the '70s. In Column I are seven incomplete statements relating to the chart. Complete each of the statements by writing in Column 3 the letter of the appropriate choice in Column 2.

HOW EMPLOYMENT OPPORTUNITIES
LOOKED IN 1970

OCCUPATIONAL GROUP	AVERAGE YEARS OF SCHOOL COMPLETED - 1959	PERCENT CHANGE IN EMPLOYMENT 1960-1970 -20 -10 0 10 20 30 40 50
Professional and Technical	(16.2 yrs.)	
Proprietors and Managers	(12.4 yrs.)	
Clerical and Sales Workers	(12.5 yrs.)	
Skilled Workers	(11.0 yrs.)	
Service Workers	(9.9 yrs.)	
Semi-skilled Workers	(9.7 yrs.)	
Unskilled Workers	(8.6 yrs.)	No change
Farmers and Farm Workers	(8.6 yrs.)	

Source: U. S. Dept. of Labor, Manpower: Challenge of the 1960;s

COLUMN I	COLUMN 2	COLUMN 3
1. The number of unskilled workers is expected to	a. increase b. decrease c. show no change	
2. The number of professional and technical workers is expected to increase by about	a. 10% b. 20% c. 30% d. 40%	

COLUMN 1	COLUMN 2	COLUMN 3
3. The group of clerical and sales workers will increase by about...	a. 5% b. 15% c. 30% d. 50%	
4. The number of skilled workers will increase (?) than the number of semi-skilled workers.	a. more b. less	
5. The worker group that will show an actual decrease in the number employed is......	a. service workers b. unskilled workers c. managers d. farmers and farm workers	
6. On the average, the group that completes the most years of school is	a. professional and technical workers b. proprietors and managers c. clerical and sales workers d. service workers	
7. Proprietors and managers have (?) years of schooling on the average than clerical and sales workers	a. more b. fewer	

QUINMESTER POST TEST

Computations

Solve each problem below. 100% accuracy is expected. Score 10 points for each correct answer. Show all calculations on your test paper.

---

(1)
Add:
$1.29
2.36
7.88
3.63
4.27
+ .60

(2)
Subtract:
$13.47
- 3.48

(3)
Multiply:
5,280
x 487

(4)
Multiply:
$139.50
x 20

(5)
Divide:
$6\overline{)\$1.38}$

(6)
Divide:
$144\overline{)1,285,776}$

(7)
Add:
$3\frac{11}{16}$
$1\frac{5}{32}$
+ $2\frac{3}{4}$

8. Find 4% of $20.00. ____________________

9. Find the cost of $\frac{1}{4}$ pound of butter, if a pound cost $ .75. ________

10. Homer Greene will work for 50 years. Each year he will earn $6,000. Find his lifetime earnings. ______________________.

QUINMESTER POST TEST

Matching

Listed below are some types of occupations. Place the major occupational group titles in the blank spaces, and under each heading correctly list the job that would be classified under that occupational group.

JOBS

ACTOR BARBER SERVANT LONGSHOREMAN FARMER
SALES CLERK ELECTRICIAN TEACHER COOK CASHIER POSTMASTER
PARKING LOT ATTENDANT NURSE TELEPHONE OPERATOR WAITRESS

MAJOR OCCUPATIONAL GROUPS

GROUP: ______________ GROUP: ______________
(JOBS) (JOBS)

GROUP: ______________ GROUP: ______________
(JOBS) (JOBS)

GROUP: ______________ GROUP: ______________
(JOBS) (JOBS)

GROUP: ______________ GROUP: ______________
(JOBS) (JOBS)

GROUP: ______________
(JOBS)

KEY TO QUINMESTER POST TEST
Work-Experience Program

TRUE OR FALSE

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False
11. True
12. False
13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. True

COMPLETION

1. a. Professional, technical and managerial
    b. Clerical and sales
    c. Service
    d. Farming, fishery, forestry
    e. Processing
    f. Machine trades
    g. Bench work
    h. Structural
    i. Miscellaneous
2. Personal data sheet
3. Human relations
4. Social Security or Social Security Tax

5. Job description (or occupational monograph, or job analysis, etc.)

6. (Answers will vary)

7. (Answers will vary) Location, salary, transportation involved, working conditions, training required, stability of job, responsibilities, hours, fringe benefits, and advancement opportunities.

8. Goals

ESSAY

1. (Answers will vary) Training, evaluation, reasonable rate of pay, partial payment of Social Security Tax, safe working conditions.

2. (Answers will vary)

3. (Answers will vary)

4. (Answers will vary)

5. (Answers will vary)

6. (Answers will vary)

TEST 4

(Answers will vary due to individual research on occupation)

TEST 5

1. show no change

2. 40%

3. 30%

4. less

5. farmers and farm workers

6. professional and technical workers

7. less

KEY TO QUINMESTER POST TEST (Contd.)

1. $20.00
2. $9.99
3. 2,571,360
4. $2,791.80
5. $.23
6. 8922 1/8
7. 7 19/32
8. $.80
9. $ .18 3/4 or $ .19
10. $300,000

MATCHING

1. Professional and Technical: actor, teacher, nurse
2. Clerical: cashier, telephone operator
3. Sales: salesclerk
4. Agriculture: farmer
5. Managers: postmaster
6. Craftsmen: electrician
7. Operatives: parking lot attendant
8. Service: barber, servant, waitress, cook
9. Laborers: longshoreman

PERSONALITY AND CAREER DECISION MAKING [1]

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The relationship between personality and career decision making behavior of an individual has been investigated by many researchers (Bordin, Nachmann, & Segal, 1963; Holland, 1962, 1966a, 1966b; Roe, 1957). Most of these researchers have tended to use broad definition of personality. Although the emphasis on the concept of total personality is helpful in understanding its contribution to career decision behavior; it does not throw enough light on the relationship between various personality traits such as anxiety and career decision making. Some researchers have felt that such relationships need to be looked into more carefully if deeper understanding of the process of career decision is sought. These researchers have designed studies which have examined the relationship of career decision making behavior to personal orientations (Osipow & Ashby, 1968; Osipow, Ashby, & Wall, 1966; Wall, Osipow, & Ashby, 1967), self-esteem (Korman, 1966, 1967, 1969), self-concept (Anderson & Olson, 1965), and manifest anxiety and defensiveness (Weinhold, 1969). As very few studies have been carried out to investigate the nature of relationship between personality traits such as anxiety and extraversion and career decision making, no definite conclusions regarding such relationship are forthcoming to date. The present study was designed to further the understanding of such a relationship. In order to investigate the problem outlined above, the following hypotheses were tested:

---

[1] This paper is based on the data collected by the author in 1970 school year for his doctoral dissertation entitled "The Relationship of Career Decision Making Ability to Personality, Socio-Economic Status, and Vocational Maturity" at the University of Alberta, Edmonton, Alberta, Canada. Requests for copies of this paper should be sent to Harry S. Malik, Vocational Psychologist, Saskatchewan Training School, Moose Jaw, Saskatchewan, Canada.

[2] The author expresses his gratitudes to Dr. D.C. Fair, his committee chairman, for his unending encouragement and helpful guidance during the study.

Hyp. 1: Anxiety is negatively related to career decision making ability.

Hyp. 2: Extraversion (exvia) is negatively related to career decision making ability.

For the purposes of the present study the description of anxiety given by Cattell and Cattell (1969) was accepted. According to them the major variables contributing to anxiety are ego weakness, excitability, low superego strength, threat sensitivity, guilt proneness, low self-sentiment, and high ergic tension (p.41). The term extraversion was used as similar to exvia which according to Cattell and Cattell (1969) is the "general tendency to social interaction" with people. This definition precludes the inhibitedness to the physical world which is taken into consideration by the broader definition of extraversion. Career decision making ability of an individual was considered directly proportional to the quality of strategy or plan used by the individual while planning the future activities of a fictitious person in the fields of education, job, family life, and leisure.

METHOD

Subjects

The sample consisted of 144 grade nine students from three schools in a suburban community. Out of these 144 students 75 were male and 69 were female.

Instruments Used

The Junior-Senior High School Personality Questionnaire (The HSPQ) prepared by Cattell (1963) and published by the Institute for Personality and

Ability Testing (IPAT), was used for determining anxiety and exvia (extra-version) scores. Form A, which contains 142 items and can be administered in 45-50 minutes, was used. The HSPQ provides scores on 14 personality factors which are further used to calculate an individual's anxiety and exvia scores by using weights and constants given in the Technical Handbook for the HSPQ (Cattell & Cattell, 1969, p. 41).

The Life Career Game by Boocock (1968) was used to obtain career decision making ability scores of the subjects. This is a simulation game which imitates certain features of real life - education, occupation, family, and labor markets. In this game the player is required to make future plans for a fictitious person for a period of eight to ten years. The information about the abilities, interests, home conditions (economic and social), and academic achievements of the individual is provided in a form of a profile. A subject (player) who plans the life of the profile person in a realistic manner, determined by the criteria set up by the developer of the game, ends up with a better score.

Proceedure

The HSPQ Form A was administered to the subjects according to the instructions given in the HSPQ manual. The HSPQ answer sheets were scored with the help of the quick scoring answer key developed by IPAT. Then the raw scores were converted to standard scores (stens) by using the norm tables provided. These sten scores were further used in calculating the anxiety-adjustment and exvia-invia scores for each subject.

The Life Career Game was played according to the instructions and rules provided by the developer of the game. A few minor changes in the format of the forms and the rules of the game were made to make the game more suitable for this investigation. For example, instead of playing in groups of two or three, the subjects played the game individually. For the purpose of this study profiles of of three fictitious persons (Larry, Bob, and Mary) were used. Larry's profile was used as a practice profile in order to acquaint the subjects with the format of the game. After playing four rounds on Larry's profile, the subjects were assigned randomly to two groups of players. One group planned the future eight years of life for Bob's profile, whereas, the other group played eight rounds for Mary's profile. All the eight rounds of the Life Career Game played by each subject were scored at the end of each round by the subjects and checked by the investigator. The grand total of all the total scores for each of the eight rounds was taken as the career decision making ability score of a subject.

RESULTS

To test the hypotheses, Pearson product moment correlation coefficients were calculated to assess the relationship between career decision making ability and the personality traits of anxiety and exvia (extraversion). This was done separately for the group using Bob's profile and the group using Mary's profile. This considered total group, male and female subgroups, and school subgroups for each profile group.

The Pearson product moment correlation coefficients between anxiety and career decision making ability scores are presented in Table I.

It is evident from Table I that in the case of the group with Bob's profile, the relationship between anxiety scores and career decision making ability scores for total female group was significant ($p \leq .05$) and negative as predicted. There was a significant positive relationship between anxiety scores and career decision making ability scores for total male subgroup ($p \leq .01$), school I subgroup ($p \leq .05$), and school 2 subgroup ($p \leq .05$), which was opposite to that expected.

In the case of the group with Mary's profile (Table I), the hypothesis of negative relationship between anxiety scores and career decision making ability scores was not supported for any subgroup.

TABLE I

CORRELATION COEFFICIENTS BETWEEN ANXIETY AND CAREER DECISION MAKING ABILITY SCORES BY SEX

GROUP	SEX	N	CORRELATION COEFFICIENT
		BOB'S PROFILE	
TOTAL	M	46	0.350**
	F	27	-0.343*
	M & F (Total)	73	0.167
SCHOOL I	M & F (Total)	33	0.346*
SCHOOL 2	M & F (Total)	20	0.422*
SCHOOL 3	M & F (Total)	20	-0.151
		MARY'S PROFILE	
TOTAL	M	29	-0.028
	F	42	-0.061
	M & F (Total)	71	-0.011
SCHOOL I	M & F (Total)	24	0.100
SCHOOL 2	M & F (Total)	25	-0.136
SCHOOL 3	M & F (Total)	22	-0.079

* $p \leq .05$

(one-tailed tests)

** $p \leq .01$

Correlation coefficients between exvia scores and career decision making ability scores are summarized in Table 2.

It is evident from Table 2 that the hypothesis of negative relationship between exvia scores and career decision making ability scores was not supported for all the subgroups.

DISCUSSION

The findings of the study offer little support for the hypothesized relationships between career decision making ability and personality traits of anxiety and exvia. The results of the present study supported the findings of a recent study (Weinhold, 1969) which also failed to find any relationship between anxiety and vocational problem solving ability. Weinhold (1969) suggested that the lack of support for the hypothesized relationship between two variables may be partly due to the unrefined nature of the instruments such as Life Career Game. Nearly the same line of reasoning may be used to explain the failure of the present study to support the relationship between career decision making ability and personality traits of anxiety and exvia. The decision to use the Life Career Game as an instrument for measurement of the career decision making ability was based on the validity of its contents to measure this ability. This was a novel role assigned to this game and the game may have failed to stand to the expectations of such a role. Some of the features of the game which may have contributed to this failure are given below:

a. Failure of the game to provide a comparable spread of scores on all decision areas. Education and leisure contributed more to the total score as compared to those of job and family life.

b. Failure of the game to provide checks against the tendency of the participants to repeat the same set of scores from round to round, particularly when their profile person got a job.

TABLE 2

CORRELATION COEFFICIENTS BETWEEN EXVIA AND CAREER DECISION MAKING ABILITY BY SEX

GROUP	SEX	N	CORRELATION COEFFICIENT
			BOB'S PROFILE
TOTAL	M	46	0.063
	F	27	0.093
	M & F (Total)	73	0.063
SCHOOL I	M & F (Total)	33	0.201
SCHOOL 2	M & F (Total)	20	0.309
SCHOOL 3	M & F (Total)	20	-0.348
			MARY'S PROFILE
TOTAL	M	29	-0.016
	F	42	-0.155
	M & F (Total)	71	-0.086
SCHOOL I	M & F (Total)	24	-0.088
SCHOOL 2	M & F (Total)	25	-0.304
SCHOOL 3	M & F (Total)	22	0.122

* $p \leq .05$ (one-tailed tests)

** $P \leq .01$

c. Disinterest on the part of some participants who suggested that they were forced into playing of the Life Career Game which according to them was long, complicated and boring.

In the end, the scores of the participants may have been affected by their whims and curiosity thus leading to less realistic decisions in some or all decision areas of the game. This could have affected the career decision making ability scores of the player in the end.

Inconclusive nature of the findings of the present study makes the task of appraising their usefulness in the counselling process rather difficult. In the author's view it would be justified to delay such an appraisal until such time when the results from the replication of a study using an improved form of Life Career Game along with one or two other instruments tapping the career decision making ability of the subjects are available.

SUMMARY

Career decision making ability scores of 75 male and 69 female students from three suburban schools were correlated with their anxiety and exvia scores. It was found that there was a significant ($p \leq .05$) negative relationship between career decision making ability scores and anxiety scores for one of the female subgroup. The relationship was positive and significant ($p \leq .05$) for three subgroups. The exvia scores and career decision making ability scores were not related for any of the subgroups. The possible reasons for non-support of the hypothesized relationships were discussed and suggestions to improve the design were presented.

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Placement - A Real Service To Youth

Baltimore was one of the pioneers in the guidance movement that recognized that all students of all levels needed assistance in transfering from school to work world for at least a year until he was surer and more competent to adapt himself to this work world. Placement, began in 1928, was seen as an extension of guidance. This move was predicated on a belief in the real worth of an individual and his right to make his own choices and decisions. Unless proper guidance was provided, some individuals are apt to make decisions which result in a waste of ability. Placement, as the end product of readiness for vocational planning focused it thrust not only to help youth enter on his chosen job but to provide employers with a source of qualified applicants.

Since preparation for work is an essential function of the educational system within Baltimore City Public Schools, youth must be furnished with knowledge of skill for jobs. Educational programs must deal with the problems of preparing youth for initial work experience. Within the total instructional program, adequate provisions must be made for students to gain insights, make self-appraisals, and determine their course of actions in an effort to reach a point of vocational maturity. Therefore, it is essential that an organization function to disseminate information about occupational information, labor conditions, educational qualifications, workers' characteristics, and provide a variety of choices so individuals may be assisted in decision-making.

This service free to youth and employer and available the twelve months a year has grown from a staff of two placement counselors stationed in the Central Office to 46 trained professionals based in 14 comprehensive senior high schools, two vocational-technical schools, six general vocational schools, four special education centers, one adult center, and one school for teen-age mothers.

An added strength to the comprehensive placement of students (part-time, temporary, summer, permanent employment) was the interlocking of all work programs in special education, general vocational and business education under one unit. It consists of cooperative work-study, work experience and placement. In the Employment Centers in the individual schools, the coordinators are responsible for the total program development of all work-study and placement programs in cooperation with the teachers, counselors and administrators. Last year there were 65 programs in 32 schools. Over 2,000 students participated in the program. They worked approximately 900,000 hours and earned over $1,600000. Approximately 80% of these work-study positions lead to permanent placement. The goal of Job-Oriented Programs is to ease the gap between school life and the working world. At present the break-down of programs is business education, trade and industry, special education, general vocational and work-experience. Through the efforts of the Voluntary Council in the last two years great strides have been made in opening doors to secure jobs for students in the general and general academic area.

Youth is reached by a variety of methods through school, news media, displays, referrals by teachers. All potential graduates are encouraged to register for placement. All who withdraw from school not only see their counselor but also the coordinator in the Employment Center.

All students who seek part-time or temporary employment fill out applications for jobs. Since many in the city are disadvantaged and need funds to continue their education, the counselors and placement coordinators work cooperatively to identify these students. A cooperative system has been initiated with Social Services to identify disadvantaged students who meet Federal guidelines for the various funded programs. These students are interviewed, prepared for, and referred to the jobs with follow-up of progress on the job.

Coordinators and counselors arrange for career days, career fairs, talks at various career clubs with employers as consultants. Teachers request placement coordinators to talk to their classes about various careers, treads, preparation, etc. Job Clinics are organized to prepare youth for: interviews with employers, completing applications, various qualifying tests companies use, and general information such as locating company, how to act in situations that are common to most beginners, salaries, etc.

In addition, the Division of Guidance and Placement had an occupational and Educational counselor who serves as a rich resource of information either through his monthly guidance Newsletter, career notes and/or as a speaker to classes.

In 1966, Project Go--a career development guidance oriented program--was initiated at a Junior High School with 900 ninth grade students at all levels. It is designed to meet the needs of ninth graders by helping them keep alive their aspirations for future gainful employment through the exploration of career opportunities in the world of work. This is accomplished through the help of the Voluntary Council, employers in the Baltimore metropolitan area, governmental agencies, businesses, industries, manufacturers, hospitals, and colleges. The principal factor contributing to the success of the on-going program of Project GO is the participation in the program of every department in the school including administrators, teachers, and parents. Project GO has grown from one school in 1966 to the present 12 junior high schools, one senior high, three vocational and seven special schools making a total of twenty-three schools. Each program is divided into eight phases beginning with a kick-off assembly and ending with a job clinic.

In order to keep abreast of current job openings, the Placement coordinator is in constant contact with employers by phone or mail. Personal visits to the employer are a must! The employer and the coordinator meet to discuss changing job patterns, requirements, various questions about company and school policies, programs, the types of openings in his company and some of the problems that the student may encounter. If the company is participating on a cooperative training program, he welcomes the interest and the additional aid of the coordinators.

The Placement division maintains a close relationship with all civil service units, Chamber of Commerce, various personnel associations, and a variety of businesses. Calenders for non-conflicting dates of testing by these large units are arranged so that students may apply to take all tests.

An added dimension to the Placement Service is the assignment of a coordinator to the Job Bank of the Maryland State Employment Services. The coordinators stationed in the schools were instructed in the system's approach to job information. With the blend of the two services, a cooperative venture to use the Job Bank Book for summer jobs for drop-outs and graduates is proving advantagious to all concerned.

Another strength was added when the Voluntary Council for Equal Employment made up of top management of 115 firms, worked with coordinators to locate work-experience slots for the students considered to be generally prepared. These openings were designed to provide youth with experiences for his further self-study in the work world. Moreover, the coordinators participated in a two day workshop sponsored by this Council for mutual information, understanding, and preparation for the youth they orient to work.

The need for intensive concentration in the many expanding careers led to the establishment of Central Office Job Developers - namely health fields and apprenticeships. The coordinator for health services has reached each hospital in the metropolitan area of the city, major nursing homes, laboratories, health promotional councils and has established strong ties with all personnel. As a result these personnel have on-the-line opportunities for students to be placed either temporarily, part-time, permanent, or on an earn-learn situation.

In answer to cries that education was not heeding the needs of apprenticeship trades, a job developer sought out the various trades, union and non-union, Urban League, community agencies, arranged for tours by teachers and students to sites, secured panelists for assemblies and subject classes. Special classes were set up so that the various apprentices could speak with interested students, prepare applicants for various trade tests, and schedule testing dates.

The successful placement of each individual is based on a personal interview of each applicant, whereby the coordinator seeks to determine the interests and vocational preferences of the student in relation to his abilities. A complete record is made of the student - his intelligence, achievement and any special aptitude tests, his character traits, work experiences, extra-curricular activities, and notes made of his strengths and needs. If the interviewee is undecided or unaware of his abilities, the coordinator may refer him for additional tests, or to his counselor, or to the library for occupational materials. Every effort is made to make Placement a personalized service both to the youth and the employer.

When the employers orders are made, the coordinator attempts to match student's requests with employers' needs. Referrals are given to the student with guidelines for making appointments and conduct during interview, as well as answering general questions. He is also instructed to report back the outcome to the coordinator. If he fails to secure the job, the coordinator continues to work with his client; frequently, this may require a year. Over the forty years Placement has placed some 70,000 students on full-time jobs; over 60,000 in part-time, and some 40,000 in temporary or summer openings.

The job of Placement does not end here. It is our aim to place him in that position where he and the employer derive the most benefit. All students on work-study programs are evaluated formally by the employer at the close of the semester. If the employer wishes he may retain his worker; about 95% remain on the job. Youth not retained are helped to find permanent employment for they have many rich experiences upon which to draw. All youth who are placed on full-time permanent work are followed up at the end of three months and one year. In addition, a questionnaire is sent to employers at the end of 6 months about the work--efficiency--attitude of the youth placed and are invited to make constructive criticisms of school programs. "She has been exceptional - in her ability to learn and carry out techniques, in her sense of responsibility and initiative. We will be looking for a person to fill a similar position this June and would like to interview several possible candidates." Nor is the worker overlooked, for he too is to respond to strength and weaknesses of the programs. "I have been with ______________ for four months now and it has been fascinating work from the beginning. I feel that I have caught on to most of the work. Finding it easy, I have to thank my wonderful high school teacher, ________ for that. I want to thank the placement service for helping me and many other young people, for being interested in us, caring, and knowing the business and industry community so well." We can attempt to learn in what ways the school did or did not prepare him for work, so that adjustments may be made for the benefit of future graduates.

The primary purpose of Placement is to help our students toward making the best occupational choice or adjustment. The information gained concerning occupational opportunities, labor conditions, educational qualifications, worker characteristics are valuable in counseling youth, establishing stronger links between education and employment world, and in revising curriculum to meet the needs of all youth. Three outstanding values derive: one to the employer who has the responsibility to help him to be involved in order to help him find his place in employment. But, a third value results. The community as a whole benefits through optimum utilization of our most precious resource - the human being.

Presented on March 29, 1972 - APGA Chicago

Lillian Buckingham
Department of Education
Department Head
Baltimore, Maryland

SECONDARY BIBLIOGRAPHY

ED 054 485

[illegible] A.; [illegible], Lawrence

[illegible] or Decision Maker: Antecedents and Consequences of Career Advice from the Guidance Counselor in the Process of Social Mobility.

INSTITUTION (SOURCE)
State University of New York, Binghamton

SPONSORING AGENCY
State University of New York Research Foundation, [illegible] National Science Foundation, Washington, D. C.

[illegible] 3.29

CONTRACT NO.

GRANT NO.

REPORT NO.

BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
[illegible]p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September [illegible], 1971

DESCRIPTORS
*Career Planning; Career Choice; Counseling; Counselor Performance; *Counseling Effectiveness; *Secondary School Counselors; Guidance Personnel; Pupil Personnel Services; *Secondary School Students; Noncollege Preparatory Students; *Decision Making; *Counselor Attitudes

IDENTIFIERS

ABSTRACT

Three questions regarding the secondary school guidance counselor are addressed: (1) do counselors devote more time to students predisposed toward higher education; (2) to what extent is the counselor's advice dependent on such predisposing variables as status, intelligence, parental encouragement, etc.; and (3) does the counselor have an incremental effect on students' educational expectations independent of these predisposing variables. Correlational and path analyses with longitudinal data from 1171 males and 1105 females surveyed at the end of their freshman and sophomore years reveal that (1) if anything, counselors have more contact with students less disposed to higher education; (2) the student's educational goals and intelligence exert a direct effect on counselor advice, but student status exerts only indirect effects; and (3) the counselor does have an incremental effect on students' educational expectations independent of the influences of the predisposing variables included in the analysis. The critical role of "early" educational expectations on subsequent expectations is discussed in the text. (Author/TL)

OE FORM 6000, 2/69

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OFFICE OF EDUCATION

ERIC REPORT RESUME

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ED 060 482					
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	IS DOCUMENT COPYRIGHTED?	YES ☐ NO ☒
CG006996		30Sep71		ERIC REPRODUCTION RELEASE?	YES ☐ NO ☒
				LEVEL OF AVAILABILITY	I ☒ II ☐ III ☐

AUTHOR
Myers, Roger A.; and others

TITLE
Preliminary REport: Assessment of the First Year of Use of the Educational and Career Exploration System in Secondary Schools of Genesee County, Michigan.

SOURCE CODE	INSTITUTION (SOURCE)
QPX17850	Columbia University, New York, Teachers College
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.65;6.58		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
162p.

DESCRIPTORS
Careers; *Career Planning; *Career Choice; *Career Education; *Occupational Choice; Occupations

IDENTIFIERS

ABSTRACT

This report presents the results of a first phase evaluation of an expanded project of the ECES program. In its present configuration ECES contains three sections; (1) occupations-400 occupations representing many fields and levels, (2) majors-300 post-high school, college, and other training programs, and (3) charts-which summarize and compare information about the student and his explorations. The following findings were reported: (1) In urban schools students who used ECES improved more than non-users in their awareness of potential occupational resources available to them; (2) Female students improved more than male students on the quality of their decision making and the amount of decision making information they possessed; (3) White students improved more than black students in their awareness of and use of resources for exploration. Black students, however, improved more than white students in quality of decision making and in the amount of information possessed; (4) Students from rural schools showed slightly more improvement in quality of decision making and in amount of information possessed than did suburban and urban students; and (5) the type of counselor training received by a student's counselor was not related to improvement in Vocational Maturity. (RK)

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ED 064 634

P.A. PUBL. DATE Jun 71

ISSUE

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LEVEL OF AVAILABILITY [illegible]

AUTHOR

TITLE
Volunteers in College and Career Information (VICCI)!

SOURCE CODE
CIQ78375

INSTITUTION (SOURCE)
San Francisco Unified School District, California

SP. AG. CODE

SPONSORING AGENCY

EDRS PRICE
0.65;3.29

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GRANT NO.

REPORT NO.

BUREAU NO.

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JOURNAL CITATION

DESCRIPTIVE NOTE
57p.

DESCRIPTORS
Counseling; *Vocational Counseling; *Pupil Personnel Services; Pupil Personnel Workers; Counseling Services; Counseling Programs; Counseling Effectiveness; *Educational Counseling; Counselor Training; Counselor Selection; *Volunteers; *Paraprofessional School Personnel

IDENTIFIERS

ABSTRACT

The Volunteers in College and Career Information (VICCI) is an innovative attempt to improve guidance services within San Francisco High Schools. To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor or project director. Three major results have been demonstrated by the project: (1) that it is possible to train and use volunteers to provide a variety of pupil personnel services; (2) that the service is desired and used by students and staff and is a success in its first year of operation; and (3) that flexibility is necessary to operate and that this is what VICCI lacks in school district operation. It is intended that VICCI be primarily an informal, "drop-in" service to students. This consists of basic college and career information, special research or extra help in exceptional situations, and a readily available "listening ear." (Author/BW)

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	Mar72	

IS DOCUMENT COPYRIGHTED? YES ☐
ERIC REPRODUCTION RELEASE? YES ☐
LEVEL OF AVAILABILITY ☐ ☐ ☐

[illegible] F., Shaffer, W. Michael

[illegible] Students' Educational and Vocational Plans.

INSTITUTION (SOURCE)

Harcourt, Brace Jovanovich, Inc., New York, New York

SPONSORING AGENCY

CONTRACT NO.

GRANT NO.

BUREAU NO.

[illegible] 31p. Paper presented to the annual convention of the American Personnel and Guidance Association in Chicago, Illinois on March 25-30, 1972

*Educational Plans; *Vocational Development; *Vocational Counseling; *Vocational Education; *Followup Studies; *High School Students

This study examined the stability of students' educational and vocational plans over a two-year period. The Student Information Questionnaire of the Ohio Vocational Interest Survey was administered to a sample of eighth-graders who were again tested two years later. In general, the older students had more stable plans than the younger ones and the girls' plans were more stable in all age groups. In almost every case at least half or more of the students changed their plans during the two year period. The data has significance for people responsible for planning guidance programs and services. Students' plans tend to change, especially in the early secondary grades, and students need greater exposure to information about vovactional education programs. (Author/WS)

DOCUMENT RESUME

ED 066 671 CG 007 303

AUTHOR	Young, John E.
TITLE	Career Guidance Training.
INSTITUTION	Pasadena City Coll., Calif.
REPORT NO	P-19-64659-EF037-72
PUB DATE	71
NOTE	126p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Career Education; *Career Planning; Careers; *Counselor Training; *Occupational Guidance; *Vocational Development; Vocational Education; *Work Experience

ABSTRACT

The 1972 Jet Propulsion Laboratory (JPL) Career Training Program was aimed at placing counselors in actual work situations (as new employees) to enable them to experience that which they must describe to students if they are to do an effective job in career counseling. The overall purpose was to give counselors or teachers and administrators an opportunity to learn about, participate in, and analyze a broad range of professional, technical, skilled, and semiskilled occupations. This program will serve as a model by providing a documented experience to aid schools, business, industry, and professional organizations throughout the country in setting up similar career guidance training programs. The participants worked for six weeks side by side with JPL employees, moving from one work station to another. The participants, working in groups, produced documents summarizing their studies suitable for use in counseling students. The counselors who participated in the program left them much more knowledgeable concerning actual job duties and responsibilities, and with a better understanding of entry level skills, job descriptions, and the need for the educator to help create an efficient work force. (WS)

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OFFICE OF EDUCATION

ERIC REPORT RESUME

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ED 067 559

CH ACC. NO.	P.A.	PUBL. DATE	ISSUE
[illegible] 007 351		71	

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☐
ERIC REPRODUCTION RELEASE? YES ☐ NO ☐
LEVEL OF AVAILABILITY

AUTHOR
Barker, Harry; And Others.

TITLE
An Analysis and Assessment of the Effects of an Exploratory Orientation Program for Tenth Grade Vocational-Technical Pupils as Compared with a Traditional Approach.

SOURCE CODE [illegible] | INSTITUTION (SOURCE) Alabama University, Huntsville

SP. AG. CODE | SPONSORING AGENCY

EDRS PRICE 0.65; 3.29 | CONTRACT NO. | GRANT NO.

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JOURNAL CITATION

DESCRIPTIVE NOTE
[illegible]

DESCRIPTORS
*Experimental Programs; *Vocational Education; *Technical Education; *Occupational Choice; *Career Choice; Career Education; *Orientation; School Orientation

IDENTIFIERS

ABSTRACT
This paper analyzes and assesses the effects of an exploratory orientation program for tenth grade Vocational-Technical pupils as compared with a traditional approach. The Hazleton Pennsylvania Vocational-Technical School has been placing a greater emphasis on students making more mature vocational-technical career decisions since its opening. A problem existed in developing an intensive orientation program of basic skills necessary for success in occupational choice. This was requested because of the significant percentage of students who were underachievers, lacking in basic subject matter skills. It was felt that each tenth grade pupil entering the school should experience success in this program prior to committing themselves to career choices. The purpose of this study was to investigate the possible cause-and-effect relationship of exposing all tenth-grade pupils (Experimental Group) to a treatment condition (Orientation Program) and compare the results to a control group of Eleventh grade pupils. The research conducted to test the effectiveness of the experimental teaching program led to the conclusion that the experimental teaching program was significantly superior to the conventional teaching program.

[illegible] EDUCATION, AND WELFARE
[illegible] REPORT RESUME

ED 070 011

[illegible] DATE [illegible] 72
IS DOCUMENT COPYRIGHTED? YES ☐ NO ☐
ERIC REPRODUCTION RELEASE? YES ☒ NO ☐
LEVEL OF AVAILABILITY I ☐ II ☒ III ☐

AUTHOR
[illegible] Martin R.; and Others

TITLE
Career Guidance in Secondary Education.

SOURCE CODE | INSTITUTION (SOURCE)
QPX16900 | College Entrance Examination Board, New York, New York

SP. AG. CODE | SPONSORING AGENCY

EDRS PRICE
0.65; 3.29

CONTRACT NO.

GRANT NO.

REPORT NO.

BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE
69p

DESCRIPTORS
*Career Education; *Occupational Guidance; Careers; *Career Planning; *Occupational Choice; Vocational Development; Guidance; Vocational Counseling; Secondary Education; *Guidance Programs; Guidance Services

IDENTIFIERS

ABSTRACT

A report was written to provide a systematic review of recent developments in secondary school guidance. This review involves; (1) describing trends in how the field is conceived--the dominant ideas, the criticisms, and the prescriptions for good guidance practice; and (2) describing exemplary guidance materials, projects, and programs now in use or under development--the intellectual tools of the profession and how they are being used in the schools. The report comes in three parts: (1) a narrative summary, (2) a series of charts, and (3) an annotated bibliography. The initial narrative summarizes some of the more important aspects of the charts and some general implications. The charts contain a substantial amount of information compressed into limited space, organized for quick retrieval, and referenced for further inquiry. The authors of this report have restricted their attention to secondary school guidance. It is emphasized that "career guidance" is rapidly becoming the accepted sobriquet for a variety of connected activities. (Author/SW)

[illegible] ISSUE

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ERIC REPRODUCTION RELEASE? ☐ NO
LEVEL OF AVAILABILITY

[illegible] Experience - 8763. (Money Mangement and Social Involvement).

[illegible] INSTITUTION (SOURCE)

[illegible] Dade County Public Schools, Miami, Florida

[illegible] SPONSORING AGENCY

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[illegible]ITY

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[illegible]

[illegible] Work Experience Programs; Activity Learning; *Work Attitudes; [illegible]djustment; *Money Management; Career Planning; *Vocational [illegible] Career Education; Goal Orientation; Career Choice; *Economic [illegible]

[illegible] Program

[illegible] designed to develop in the students traits which have worthwhile [illegible]ives which will prove useful in the continuation or completion [illegible] education. The proper methods used in wise money management, [illegible] areas of earnings, savings, spending, budgeting and calculations [illegible] are discussed and practiced in some depth during the course. [illegible] students learn self motivational concepts, which will aid them [illegible] further technical education. This report is an outline develop[illegible] [illegible]perative efforts of the instructive and administrative personnel. [illegible] divided into three sections: (1) money management, (2) the future [illegible] (3) a post test. A list of goals are presented which the [illegible] student should be able to demonstrate upon completion of the course. [illegible] these are to obtain knowledge of the procedures involved in [illegible] employment, and the generally accepted procedures in preparing [illegible] interview. (Author/[illegible])

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OFFICE OF EDUCATION
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LEVEL OF AVAILABILITY I ☐ II ☐ III ☐

CLEARINGHOUSE ACCESSION NUMBER	PUBL. DATE	ISSUE
[illegible]	71	

AUTHOR

TITLE

Work-Experience Program - 8769. (Outlook for the Future).

SOURCE CODE INSTITUTION (SOURCE)

HXP20100 Dade County Public Schools, Miami, Florida

SP. AG. CODE SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.65: 3.29		

REPORT NO.

BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE

25p.

DESCRIPTORS

*Vocational Development; Vocational Education; *Career Planning; Occupational Choice; Vocational Interests; Occupations; *Individual Development; *Personal Growth; Personality Development; Objectives; *Goals; High School Students; Grade 10; Curriculum Guides

IDENTIFIERS

*Quinmester Program

ABSTRACT

This course outline has been developed as a guide for students who are enrolled in the senior high Work-Experience Program. The course is designed to help these students to make realistic evaluations of themselves regarding their future vocational and personal goals and to motivate them to understand the nature of careful preparation for a plan of self-employment that will enable them to move toward their future career goals. A goal stated for the course is that of improving the students' self concept. The materials covered in the course outline should enable students to gain a better understanding of the changing nature of our country's labor force, and the implications on their future lives. It should also serve as a stimulus for helping the students to realize their individual potentials and to increase the desire for personal advancement-in chosen occupations, as well as to help them to select an alternative as they strive to achieve their goals. (Author/WS)

[illegible] OF HEALTH, EDUCATION, AND WELFARE
[illegible] OF EDUCATION

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[illegible] Service Aide - 3007. (Survey of the Health Service Field).

INSTITUTION (SOURCE)

Dade County Public Schools, Miami, Florida

SPONSORING AGENCY

CONTRACT NO.

GRANT NO.

BUREAU NO.

[illegible]ITY

[illegible]TATION

[illegible]VE NOTE

[illegible]TORS

[illegible] Education; Career Opportunities; *Careers; *Career Planning; Career [illegible]; *Health Occupations; Health Occupations Personnel; Vocational [illegible]ent; Curriculum Guides; High School Students

[illegible]

[illegible]ester Program

[illegible] course is designed to acquaint the student with the preparation needed, [illegible] opportunities, salaries, and fringe benefits of health related occupations. [illegible] helps the student to become aware of the various career opportunities [illegible] in this field. The course requires no special skills and/or [illegible] knowledge. The course is 45 hours in length and the instruction [illegible] consists of six blocks of instruction which are divided into several [illegible] each. Classroom instruction includes guest speakers and field trips to [illegible] of health agencies and lectures. Student involvement is stressed [illegible] the use of audiovisual materials, student conducted studies, interviews [illegible] health personnel, and oral reports on many job opportunities. [illegible]/AS)

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ED 070 970

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AUTHOR

TITLE

Project You.

SOURCE CODE | INSTITUTION (SOURCE)

HXP20100 | Dade County Public Schools, Miami, Florida

SP. AG. CODE | SPONSORING AGENCY

EDRS PRICE
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GRANT NO.

REPORT NO.

BUREAU NO.

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JOURNAL CITATION

DESCRIPTIVE NOTE

61p.

DESCRIPTORS

*Career Choice; *Career Education; Career Opportunities; *Career Planning; *High School Curriculum; High Schools; *Curriculum Guides

IDENTIFIERS

*Quinmester Program

ABSTRACT

This course of study is designed to acquaint students with the world of work and the personal characteristics that will help them to succeed in their career choices. The course outline is prepared as an instructional guide. High school curricular offerings are examined as an intermediate step in planning. The course content encompasses research on various theories of career choice, the impact of youth on the labor force, job opportunities and requirements, personal appearance, job applications, and work relationships. Resource personnel from the business community as well as tours to business sites can be incorporated. Topics can be rearranged to suit the teaching methods of the teacher. It is highly recommended that teachers supplement their teaching methods through the use of specified textbooks. (Author/LS)

[illegible] REPORT RESUME

[illegible] DATE	ISSUE	IS DOCUMENT COPYRIGHTED?
		ERIC REPRODUCTION RELEASE?
		LEVEL OF AVAILABILITY

[illegible] Career Exploration System: Report of a Two-Year Field Tri[illegible]

[illegible] (SOURCE)

[illegible] University, New York, New York, [illegible] College

[illegible]

CONTRACT NO.	GRANT NO.
	BUREAU NO.

[illegible] *Secondary School Students; Educational Research; [illegible] *Educational Development; Career Education; Career [illegible] Guidance; *Occupational Guidance; Decision Making Skills; [illegible] Computer Assisted Instruction; Educational Technology

[illegible] Career Exploration System (ECES)

[illegible] the earliest field trials and later developments of [illegible] Career Exploration System (ECES), a computer-based learning [illegible] as a part of the educational and vocational guidance [illegible] schools. ECES includes a set of experiences in which the [illegible] own educationally and vocationally relevant characteristics, [illegible] with the structure of the world of work, and [illegible] about decision making by manipulating [illegible] opportunities. The initial field trial of ECES [illegible] 1969 and preliminary work done with ECES in [illegible] briefly. These provided [illegible] trial conducted in 1971-72 in Genesee County, Michigan, using [illegible] Inventory (CDI) as a measure of vocational [illegible] the following: (1) [illegible] planning orientation [illegible] choice and [illegible]; and (2) there [illegible] not differ [illegible] ability [illegible] career [illegible]

ERIC REPORT RESUME

Not Available in Hard Copy

ISSUE

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LEVEL OF AVAILABILITY

Seymour T.; Eckerlein, Thomas E.

TITLE

A Comparison of Vocational and Non-Vocational High School Dropouts and Retainers.

SOURCE CODE

SYN71797

INSTITUTION (SOURCE)

Pennsylvania State University, University Park. Department of Vocational Education.

SP. AG. CODE

SPONSORING AGENCY

EDRS PRICE

0.65; 3.29

CONTRACT NO.

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REPORT NO.

BUREAU NO.

AVAILABILITY

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20302 ($2.00)

JOURNAL CITATION

DESCRIPTIVE NOTE

81p.

DESCRIPTORS

*Dropouts; *Dropout Characteristics; *Dropout Identification; *Dropout Research; *Potential Dropouts; Dropout Prevention; Dropout Problems; Educational Research; Academic Failure; Students; School Holding Power, Grade 9, High School Students

IDENTIFIERS

ABSTRACT

An attempt was made to add to the body of available knowledge concerning the dropout problem in the secondary schools. Of particular concern was the comparison of dropouts in vocational vs. non-vocational programs using data generally available in the schools. This study was an investigation of whether the potential dropout can be identified at ninth grade prior to entry into a high school curriculum. The purpose of the study was to identify traits of (1) mental maturity; (2) scholastic achievement; (3) aptitude; (4) occupational interests, and (5) occupational aspirations that indicate this tendency to dropout. The sample consisted of 780 ninth grade male and female students who completed the ninth grade in Altoona, Pennsylvania, and who subsequently enrolled in one of the curriculums of the senior high school. Twenty student characteristic variables were selected as the independent variables. The results of this study seem to strengthen the notion that cultural factors outweigh genetic factors in determining dropout proneness. (Author/BW)

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ERIC REPRODUCTION RELEASE?	YES ☐ NO ☐
LEVEL OF AVAILABILITY	I ☐ II ☐ III ☐

PUBL. DATE: Oct72 | ISSUE

...Donald B.

...ips Between Holland's Vocational Preference Inventory and ...-Technical Student Achievement.

INSTITUTION (SOURCE)

Pennsylvania State University, University Park. Department of Vocational Education.

SPONSORING AGENCY

CONTRACT NO.

GRANT NO.

BUREAU NO.

AVAILABILITY

...ATION

...NOTE

...Projects; *High School Students; *Vocational Education; *Personality ...; Personality Theories; Achievement Rating; *Achievement; Curriculum ...; Career Education

...Preference Inventory; Vocational Development Study Series

...dy applies Holland's personality theory to a sample of vocational- ...high school students to determine their personality type and to ...igate the relationships between personality type and achievement. The ...'s vocational personality, assessed by Holland's Vocational Preference ...tory (VPI), was related to such measures of achievement as shop grade, ... average (GPA), and the Ohio Trade and Industrial Education ... (OTAT) to see if greater achievement resulted when the ...'s personality type matched his educational environment. Although the ...led to produce a relationship between scores on each of Holland's six ...ity scales and school achievement for vocational technical students, the ... the possibility of using the VPI to verify vocational ... personality types and as a counseling aid for students. The "... ... of vocational education could be reduced if better directed and ... students were enrolled in the vocational and practical arts ... References are included. (A.../SES)

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PUBLICATION DATE Nov71 | ISSUE

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LEVEL OF AVAILABILITY

AUTHOR
[illegible], John C.; Hansel, Phil A.

TITLE
Career Development and Planning.

SOURCE CODE INSTITUTION (SOURCE)
[illegible] Toronto University (Ontario)

SP. AG. CODE SPONSORING AGENCY

EDRS PRICE 0.65;3.29 | CONTRACT NO. | GRANT NO.

REPORT NO. | BUREAU NO.

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JOURNAL CITATION

DESCRIPTIVE NOTE 57p. Paper presented at the OSCA conference at Sudbury [illegible] (Canada) in November, 1971

DESCRIPTORS
*Program Descriptions; Secondary School Students; High School Curr[illegible] Curriculum Guides; *Guidance Programs; Guidance Services; *Occup[illegible] Guidance; *Vocational Development; *Career Planning; Self Actualiza[illegible] Individual Development; Decision Making

IDENTIFIERS

ABSTRACT
This developmental course in career planning is conceived as a [illegible] open to secondary school students who feel that they are ready to benefit [illegible] It's function, rather than serving the manpower needs of business and [illegible] is to assist students to become more aware of themselves as contributing [illegible] individuals and of the many ways in which they can use their talents. Decision-making skills form an integral part of the course so that [illegible] can utilize the skills beyond the immediate task of career decision-[illegible] complex issue of work itself is also discussed; the three-day [illegible] unemployment, and the welfare question are woven into the relevant [illegible] Nine topics are suggested for inclusion in this course to be offered by the Guidance Department; outlines, resources, and activities are available [illegible] them. Books, films, games, and kits are also included for the entire course. (SES)

POST SECONDARY

COUNSELING STUDENTS WHO LACK VOCATIONAL IDENTITY

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Abstract

This study compared interest, personality, and ability scores of vocationally undecided students who, after counseling, either selected a major or remained undecided. No significant differences were found between undecided and decided females. Vocationally undecided and decided males differed significantly on six Strong Vocational Interest Blank scores and on one Omnibus Personality Inventory score. Comments are made on the implications of this study on the vocational counseling process and the need for further research in this area.

COUNSELING STUDENTS WHO LACK VOCATIONAL IDENTITY

Robert L. Harman

University of Kentucky

Students who are undecided about a choice of major make up a large part of the clientele at most university counseling centers. Such cases are usually regarded as rather routine cases. A typical approach is to hold an initial interview with the client, assign some tests, and then spend two or three sessions discussing the test results and their implications with the client. The assumption underlying this approach is that this information about self will enable the client to make a decision about selecting a major. Very little research has been done concerning the outcome of this type of counseling. That is, very little is known about the post counseling decisions made by this kind of client. Does he, as a result of counseling, make a vocational decision? It would be helpful in addition to know more about the undecided student and how he differs from others.

Appel and Haak (1968) point out that sound vocational decisions cannot be maximized by the use of large amounts of data. With extreme amount of information, "overload" may occur. They go on to say that vocational choice seems easiest when three or four alternatives are present. Appel, Haak and Witzke (1970), in describing the undecided student, found six meaningful factors emerging: (1) situation-specific choice anxiety, (2) data-seeking orientation, (3) concern with self-identity, (4) generalized indecision, (5) multiplicity of interest, and (6) humanitarian orientation. The heterogeneity of these undecided students suggests that a variety of courses of action would be appropriate in aiding them. Baird (1967) surveyed a sample of 12,000 decided and undecided students and found they did not differ substantially from each other on any of the American College Survey measures. In a second sample of nearly 60,000 college-bound students, Baird (1967) found the undecided student to be more intellectually oriented and less vocationally oriented than students who have made a vocational choice. Ashby, Wall and Osipow (1966) categorized 200 college freshmen as undecided, tentative, or decided regarding educational-vocational goals. The decided and undecided groups were academically superior to the tentative group. The undecided group showed greater need for dependence. Vocational-educational decisions were not related to clarity of interests. These authors point out that counseling for students with tentative plans should involve development of a choice consistent with preparation, or remedial work, while counseling for undecided students should focus on dependency. Buck (1970) studied 120 male college seniors who had uncrystallized interests when they entered college. He found extensiveness of vocational exploration, the student's Scholastic Aptitude Test-Verbal, and his score on the California Psychological Inventory-Flexibility Test to be unrelated to crystallization of vocational interests. Resnick, Fauble and Osipow (1970) failed to substantiate the hypothesis that high self-esteem is associated with advanced vocational crystallization. They did find, however, that the high self-esteem group expressed significantly more certainty about their career choice than did their counterparts in the low self-esteem group. Korman (1967 and 1969) reported that high self-esteem individuals perceive themselves as having the necessary stereotypical qualities of the vocations they choose, and furthermore, they choose those vocations which will fulfil their needs. His findings suggest that low self-esteem persons seem to choose vocations with little regard for their own needs or their feelings of having those qualities associated with the specific occupations.

The research reviewed here presents a confusing picture. Appel, Haak and Witzke (1970); Baird (1967); and Buck (1970) find little difference between the vocationally undecided and the decided student. It would appear, then, that many normal students would be undecided about a vocation. On the other hand, Ashby, Wall and Osipow (1966); Resnick, Fauble and Osipow (1970); Korman (1967 and 1969); and Baird (1967) find some personality and other differences between the vocationally undecided and decided student.

The purpose of the present investigation was to study vocationally undecided students who either selected a major or did not select a major after counseling. More specifically, this study will attempt to define what differences exist between vocationally decided and undecided students on personality, interest, and ability measures. Implications for vocational counseling will be discussed.

Method

During the academic year 1970-71, 30 males and 33 females who were vocationally undecided sought counseling at the University of Kentucky's Counseling Center. As part of the counseling procedure, all subjects completed the Strong Vocational Interest Blank (SVIB). Scores on the Omnibus Personality Inventory (OPI) and the American College Test (ACT), taken prior to college entry, were also available. A follow-up survey was conducted during the fall semester of 1971 to determine which students were still undecided or had by then selected a major. There were now 13 males who declared themselves undecided; 17 males had now selected a major. For the female group, 18 were still undecided and 17 were decided. Hotelling's T^2 statistic (Winer, 1962) was used to test for differences between the decided and undecided groups on the SVIB, OPI and ACT.

Results

There was no statistically significant difference on the SVIB, OPI and ACT between the decided and undecided females. All the OPI variables were within one standard deviation of the mean. The ACT Composite standard score for undecided females was 21, for those who had decided upon a major, the ACT score was 22. The SVIB profiles for the two female groups showed very few "high" scores, that is, standard scores of 40 and above on the Occupational

Scales and 58 or above on the Basic Interest Scales. The few high scores were centered in Group I, Health-Related Services. The undecided group scored 40 on Physical Education Teacher, Physical Therapist, and Radiologic Technologist; the decided group scored 39, 38 and 38 on these same scales. The vocationally decided females scored 40 on the Navy-Enlisted Scale, the undecided females scored 36 on the same Scale. Most of the other scores were "low"; that is, 30 or below. Neither of the two female groups had any high or low scores on the Basic Interest Scales[1].

For the males, there was no significant difference between the decided and undecided group on the ACT Composite Score. The undecided group had a mean score of 20 on the ACT; the mean score for the decided group was 22. On the OPI, both groups had scores that were within one standard deviation of the mean. However, there was a statistically significant difference between the two groups on the Response Bias (RB) scale (see Table 1). The mean RB score for the vocationally decided males was 14; the mean score for the undecided males was 11. For both groups of males, the only "high" score on the SVIB Occupational Scales was Musician Performer. The mean score for undecided males on this particular scale was 42; the decided group had a mean score of 44. Most of the other SVIB Occupational Scales were regarded as "low" for both decided and

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Insert Table 1 about here

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undecided students. There were very few high or low scores on the Basic Interest Scales for either group. The mean score on the Adventure Scale was 60 (a high score) for the decided group. The mean scores on the Technical Supervision and Mechanical Scales for the undecided group were 40 and 38 (low scores), respectively. On some of the SVIB scales the two comparison groups did differ significantly (see Table 1). The vocationally decided group scored significantly higher on three Basic Interest Scales--Mechanical, Teaching, and Art--as well as two Occupational Scales--Air Force Officer and Public Administrator. The undecided group scored significantly higher on the Veterinarian Scale.

Discussion

The findings of this study are consistent with those of Baird (1969), that is, "normal" students can be expected to have problems of vocational identity. All of the OPI scores for both males and females are within the normal range, indicating that their lack of vocational identity is probably not related to a personality problem. Yet the fact that vocationally undecided males score significantly lower on the RB scale than the decided group may have several implications. Heist and Yonge (1968) describe one characteristic of low scores on the RB scale as having difficulty concentrating on a problem for an extended length of time. Perhaps the undecided male is unable to attend to his problem for a long enough period of time to come to a solution. Also, this difference on the RB scale might mean that the undecided student felt less positive about self and had generally "bad" feelings about his situation.

Since there are hardly any high scores on the SVIB, several assumptions can be made. One is that the population in this study had a rather restricted range of interests. They responded "like" less than 25 per cent of the time. Also, their interests may not have been measured by the SVIB.

All of the participants in this study sought professional counseling in their efforts to make a vocational choice. The following school year 50 per cent still had not made a vocational decision. Speculating about the counseling process in this study is risky since hard data are not available; however, it can be assumed that the counseling consisted of a period of information gathering by the counselor, the assigning of tests, and one or two additional sessions in which the test results are interpreted to the client. One of the things this study might do is to point out what types of clients can benefit from this type of counseling. This might be true especially for the males, those who scored significantly higher on the SVIB and OPI variables reported earlier, who may benefit from this type of counseling, whereas the undecided group may need something different.

Several research implications emerge as a result of this study. Further research needs to be conducted to determine if clients lacking vocational identity can indeed benefit from something other than a traditional counseling approach. Long-term follow-up of the vocationally undecided student who makes a vocational commitment will provide data about stability of choice. Finally, additional research should be done to test the hypothesis that students who lack vocational identity have a difficult time concentrating on their problem for an extended length of time.

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Footnote

[1] Complete data on all variables for both males and females are available from the author upon request.

Table 1

COMPARISON OF MEAN SCORES OF DECIDED AND UNDECIDED MALES ON SVIB AND OPI VARIABLES

SVIB and OPI Variables	Undecided $\overline{X}$	Decided $\overline{X}$	df	t
Veterinarian (SVIB)	32	24	28	1.83[a]
Air Force Officer (SVIB)	21	27	28	2.09[b]
Public Administrator (SVIB)	20	26	28	1.86[a]
Mechanical (SVIB)	38	45	28	2.26[b]
Teaching (SVIB)	45	51	28	1.91[a]
Art (SVIB)	49	55	28	1.98[a]
Response Bias (OPI)	11	14	28	1.77[a]

Note.--Only significant items are included.

[a] $p < .05$.

[b] $p < .01$.

CABLE T.V. -- BOON TO VOCATIONAL GUIDANCE IN RURAL AREAS

A program presented at the American Personnel and
Guidance Association Convention 1972, Chicago, Illinois

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June 1972

PREFACE

The program, "Cable T.V. -- Boon to Vocational Guidance in Rural Areas", which was presented on the 1972 American Personnel and Guidance Association Convention at Chicago, consisted of two presentations. The first presentation was a narrated slide series explaining the origin and development of the T.V. series, "Allegany Opportunities" and included a fifteen minute video tape of excerpts from the various "Allegany Opportunities" programs.

The second presentation was the report of a survey undertaken to determine the reaction of the community to the series.

Therefore, the paper you are about to read has been rewritten from the narrative to the slide serie , but includes the presented report on the community survey.

J.B.

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INTRODUCTION

Realistic decision-making can best take place when adequate, accurate and relevant information is available. Particularly for adults and especially for those in rural areas, the lack of appropriate occupational information may be a crucial factor in preventing entrance to or mobility within the local labor market. The purpose of this paper is to describe one community's efforts to provide occupational information via the community cable T.V. system.

"Allegany Opportunities" was a weekly 30 minute T.V. program about occupational and educational opportunities within Allegany County, New York. Its purpose was to inform people who were unemployed, underemployed or contemplating entering an occupation field of the opportunities available for work and for training in the county. In addition, the procedures necessary to secure the training or job were explained. Essentially, each program had several people in the occupation explain what they did, what they liked and disliked about their jobs, working conditions, training required, etc. with slides depicting them in their work situation.

Influential Factors in Originating Series

We are located in Allegany County which can only be described as rural. Centered in the Southern Tier of New York State, our county includes a geographic area the size of the State of Rhode Island, but with a total population of only 45,000. Wellsville, with 7,000 people, is the largest town in the county and as one might surmise, contains the two biggest industries. There are a considerable number of small manufacturing plants and other industries located throughout the county.

The topography of the area is hilly as we are in the foothills of the Allegany Mountains (Appalachia). This, coupled with the fact that the large metropolitan areas such as Buffalo, Rochester and Elmira-Corning having commercial TV stations are at least 75 miles away, prevents acceptable TV reception. To overcome this problem, a community cable TV company furnishes TV to approximately 3300 homes in the southern portion of Allegany County. This company provides nine commercial channels and one locally originated channel used for time, weather and music.

Wellsville also contains the Vocational Division of Alfred Agricultural and Technical College whose Main Campus at Alfred is 14 miles to the north. Approximately 600 students at the Vocational Division are enrolled in six, two year certificate programs; Automotive and Diesel Services, Construction, Food Service, Drafting, Electrical Services and Business Office Skills. In the Electrical Services, one senior option includes working with video (TV) equipment. Essentially, the students are learning how to repair various types of electronic equipment, but they first must know how it operates before they can properly maintain or repair it.

The Vocational Division has its own counseling services. These are located in our Resource Center and include vocational, educational and personal counseling testing, financial aids, and a limited amount of admission work. In addition to the usual services, we also provide a multi-media learning laboratory to assist students in math, study skills, reading and curriculum related materials. One of the media used for information presentation is TV.

While our counseling services are in support of our own students, we do have contact with many prospective students such as those still in

High school, veterans, women wanting to enter the labor force and older persons contemplating job changes. From talking with these people, the need for a vocational information system for the community and surrounding area began to manifest itself.

These were the four main factors which influenced the origination of this TV series:

1. A community cable TV system.
2. Technical capability of senior electronic students and faculty.
3. A need for information as expressed by potential students.
4. People interested in providing occupational information.

Development Series

It was through a discussion about the future of TV in education between the counselor and senior electronics instructor that the idea for a weekly TV series about local occupations and taped by the senior electronic students was conceived. This was in June.

Nothing more developed until the middle of August when the counselor and instructor secured a commitment from the local cable TV company for 20 weekly, half hour spots on Wednesdays at 1:00 p.m. starting October 4, 1971. "Allegany Opportunities" was off and running.

The counselor turned to the community for assistance in providing the type of information needed about local occupations and by the end of August had secured the Wellsville Chamber of Commerce, the local office of the New York State Employment Service and the area high school Occupational Center as co-sponsors.

Our project then became a cooperative venture of the community.

The first meeting of the sponsoring group took place right after Labor Day. At this meeting, we: (1) Limited occupations to be included to those requiring less than a four year degree; (2) Developed the type of information we wanted to show about an occupation, primarily the human aspects utilizing the NVGA Guidelines for films as far as possible; (3) Decided to secure a responsible individual in the occupation being featured to assume responsibility for collecting and organizing information and people for the program. Forms developed to facilitate programming are in Appendix "A"; (4) Selected the first five programs to be taped. Due to the shortness of time, the first two were chosen for their ease of production.

The first program of our series was a panel discussion by the representatives of the sponsoring groups. During the program, we explained what we hoped to accomplish with "Allegany Opportunities", how it got started and why each organization became involved in the project.

The second program was "Registered Nurses" with the Chairman of the Nursing Department of Alfred Agricultural and Technical College narrating a video tape previously made by his department, at the local hospitals.

From that point on, we became much more involved in preparing new material and produced one new program a week for the next two months. The cooperation from the community was outstanding. The program on "Licensed Practical Nurse" featured a nursing instructor and several practical nurses from the area hospitals.

"Retailing" was made by store sales personnel, a store owner and a high school business teacher. We were fortunate to be able to have the New York State Director of Apprenticeship Programs and one of his supervisors from Buffalo come to Wellsville to make our program on "Apprenticeship Road to a Career." We also had area people who were in an apprenticeship program or recently completed one on the panel. For "Women at Preheater" we had a local guidance director, who was a woman, go through the administration and engineering department of a local industry, interviewing various ladies at their work stations, these interviews and slides provided information on a good cross section of jobs available to women locally.

One of our programs revolved around how a video tape is made and showed how our limited special effects techniques were achieved. "Drafting" rounded out our efforts up to Christmas vacation.

The format which evolved for most of the programs consisted of narrated slides of work situations and a panel discussion by people in the occupation, covering types of work performed, training required, advantages and disadvantages of the job, advancement, and where possible salaries, employment opportunities and most importantly, what personal satisfactions the people gained at the job.

We had considerable momentum generated during the fall, but after Christmas we ran into problems. Some of the equipment we had anticipated using failed to arrive and the other equipment began to break down. As a result, we did not produce another video tape until March.

We managed to keep the series on the air though, following the lead of commercial TV companies, by judicial use of reruns. Our one achievement during this time was a live evening program in which we solicited telephone calls from the viewers. We received some response and in turn, used this as a kick-off for our telephone survey which is discussed in another portion of this paper.

In March, we made two more programs, "The Food Service Industry" and "The Electrical Field" using the new TV studio (actually the first studio).

Both of these programs used our own faculty and former students. An interesting phenomena occurred with the food program. Upon viewing the results they got excited about what was going on, came back the next day and made an excellent tape. This was the only time we retaped a program.

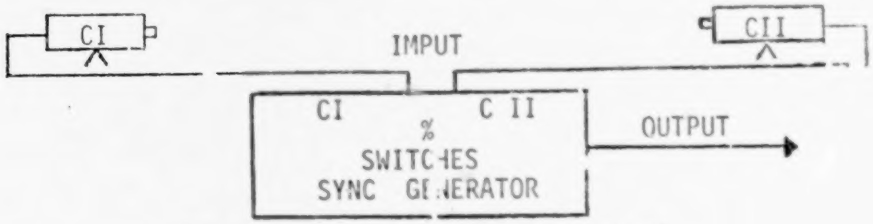
Our total output of tapes turned out to be ten, but these ten provided programming for twenty-five weeks of occupational information presentation to the community.

Technical Aspects of Production of Series

The proceeding section gives you an idea of what we accomplished. Now, we would like to go into the technical aspects of our venture. First, a short description of how a video (TV) system works might clarify some of the things we will discuss later.

FIGURE I

OBTAINING VIDEO INFORMATION

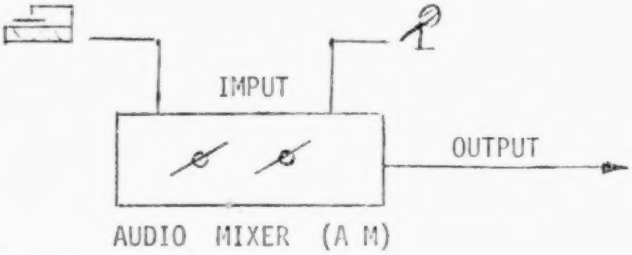


SPECIAL EFFECTS GENERATOR (SEG-I)

In Figure I, the video (TV) cameras CI & CII pick up the image or picture we want to televise and translate this into an electronic signal. These signals (IMPUT) are fed simultaneously into the SPECIAL EFFECTS GENERATOR - SEG-I. This generator (SEG-I) has two functions.

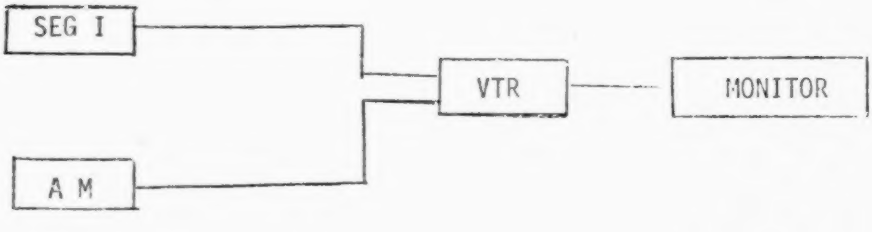
(1) Permits the operator to select which camera signal (picture or combination of pictures) he wants put on the video tape. The SWITCHES are for this purpose. (2) The SYNC GENERATOR PORTION of the SEG-I pulses the video OUTPUT so that it is compatible with the commercial broadcasting signals. If the video output was not compatible, the viewers at home would have to keep readjusting their sets.

FIGURE II
OBTAINING AUDIO INFORMATION



In Figure II, audio information from MICROPHONE or RECORDER is translated into electronic signals IMPUT. These signals are fed into the AUDIO MIXER where the operator selects or combines the ones he wants to go on the video tape OUTPUT.

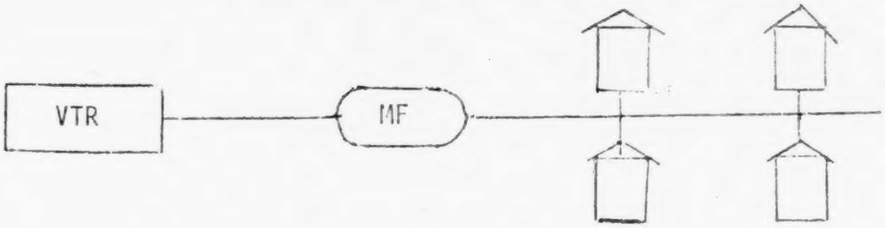
FIGURE III
AUDIO VIDEO RECORDING



The OUTPUTS from the SEG-I & AUDIO MIXER are fed into the VIDEO TAPE RECORDER (VTR) which records them on magnetic (video) tape. This video tape is then ready to be played on a VTR for showing on a single monitor as in a study carroll, close circuit TV system such as in a school or a commercial cable TV system.

FIGURE IV

BROADCASTING ON CABLE



There is one additional step necessary if the video tape is to be shown over a commercial cable system. At the cable system station, the OUTPUT from the VTR must go through a MODULATOR FILTER before going out over the cable to the viewers in the community. The MODULATOR FILTER sets the frequency of the OUTPUT signal to that of the channel on which it is to be shown. Generally for local programming this is Channel 6.

Our main purpose for this whole project was to provide occupational information which could be shown over the local community cable system. Therefore, we had to have equipment to produce tapes which were compatible with a commercial TV broadcasting facility.

The equipment we had available made ½" video tapes and consisted of three video cameras, only two of which had view finders, one special effects generator, one audio mixer, microphones, record player, one video tape recorder and five monitors (TV receivers). A monitor was connected to each camera so the operator could tell what each camera was televising. The remaining two monitors were set up to show what was being put on the video tape itself. One monitor was located by the operator, the other in the studio so the talent (people being televised) could also see what was being taped. A slide projector was used for graphics. Information about model numbers and cost of equipment can be found in Appendix B.

The TV crew consisted of a minimum of five students, although most of the time we had triple that number, with one or two instructors. Three students handled the cameras, one operated the control panel with the special effects generator and audio mixer and the fifth handled sound effects and controlled the VTR.

Our first"studio"was a 11' x 19' group work room in our Resource or Counseling Center. Four days a week it was used for group work, seminars, etc. but on the fifth day, it was transformed into a TV studio. This was accomplished by moving in furniture and rugs from the Activities Center, and portable TV equipment from the Main Campus at Alfred. The size of the room limited considerably what we could do, in fact, we had little choice in format other than a panel discussion. We used it though, as it was the only available facility on campus. We used most of the Resource Center for our taping. While the talent and two cameras were in the group room, the control panel (containing of VTR 4 monitors SEG-I and Audio Mixer) and sound effects were located in the adjoining lounge area and a third camera used for slides and graphics was placed in another room (reading lab).

The graphics (titles and other printed information) for the first few shows were printed with white ink on black paper and picked up by one of the cameras in our "studio". The third camera picked up the slides which were projected on a regular movie screen. The next step in sophistication occurred when we were able to put our printed graphics on 35mm slides and combined with the other slides. A further development came when we started using a homemade "light box" which, by using a series of mirrors, enabled a slide to be projected directly into the TV camera. This proved to be most satisfactory. A sample of our graphics can be found in Appendix C.

An exciting event took place near the end of the winter quarter, the electrical department moved to a new facility and were able to install a permanent TV studio. This studio provided a glass enclosed control room, improved lighting, a greater variety of camera angles and distances and a 5' x 5' rear projection screen. This screen which replaced the "light box" enabled the talent standing in front of it to point out features in the slides or movies which they were describing. Outside of the rear projection screen, we used the same equipment as before. It was now possible to have more than five poeple on a program. In the old "studio" five was the limit.

This new studio was designed as a teaching station and to produce instructional tapes for the various programs on campus, but we broke it in with "Allegany Opportunities".

Again, we'd like to point out that our electronic students operated all the equipment, under the supervision of their instructors. This not only provided us with manpower, but they gained valuable experience in operating the equipment.

Perhaps here we should mention budgets. Usually when people start talking about TV studios they think in terms of tens and hundreds of thousands of dollars. We worked on a shoe string and estimate that our total studio including all the equipment cost less than five thousand dollars. In fact to produce a video program such as ours, you can get by with about $3500.00 worth of equipment using two instead of three cameras. Our initial studio cost us nothing to build as we borrowed what furnishings (1 rug, 1 coffee table & chairs) we needed, when we needed them. Materials such as slides and the video tape itself ran approximately $30 per program. All in all, a good worthwhile TV program can be produced at a minimum cost, but not with a minimum of effort.

Observations

The greatest problem we encountered with "Allegany Opportunities" was its publicity or rather lack of it. We thought that simply having it advertised (by a sign) on the time and weather channel was enough. It wasn't. Allegany Video Inc. purchased a small ad in the local newspaper, which helped some. We managed to get a full page picture story in the newspaper near the end of the series, but that was a little late. All during this time we were in touch with the local guidance counselors both to publicize our series among their students and for suggestions for improvement. It was at their recommendation that we changed the time from 1 p.m. to 4 p.m. beginning the first of the year. Later we found out (from our survey) that 4 p.m. was the best time and 1 p.m. was the worst.

A second problem involved the quality of the programs. Technically we steadily improved and in content we flucuated. It was felt that under the circumstances, with no special funding or staff availability, we would do the best we could and depend upon the fact that the people, places and information in the tapes were from the community to overcome our lack of sophistication. Our community survey appeared to support this contention.

We reaped some benefits which we hadn't anticipated. One of the greatest was the chance to meet such a variety of people from the community. Trips to industrial plants developed contacts for placement. Some of the guidance counselors in the county became more familiar with the occupational structure of the county by participating in this series. We personally picked up considerable knowledge about using video equipment and to see its application in some counseling situations. Watching our electronic students develop their competencies in using video equipment with several of them deciding to enter this field for a career gave us all a thrill. That was really career development.

Evaluation - Community Survey
"Allegany Opportunities" Preliminary Inquiry

INTRODUCTION

It should be stated at the onset of this presentation that in no way was the intent to carry out an in-depth analysis of the effect of the video program "Allegany Opportunities." Rather, the evaluation reported at this time is tentative and superficial at best. The audience is reminded also that these programs have only been available to viewers since last fall.

Furthermore, the programs' participants had originally intended that an entirely different approach to the evaluation process would be carried out; namely, a community door-to-door survey. However, extenuating scheduling and planning difficulties prevented the original evaluation techniques to be utilized in time for the convention program.

The programs were presented on television to a potential customer population of 2,849 of the Allegany Video Incorporated. These thirty minute TV programs, as indicated previously, were shown weekly over the Allegany Video Incorporated's Channel 6.

METHOD

The primary method of inquiry used was a telephone interview conducted by 11 students in Alfred's Vocational Division, Machine Clerical Program under the direction of Professors Ann Wenslow and Ann Thomas. Student interviewers were trained by Professor Ray Hannon, A Marketing Specialist from the College's Business Division.

A random sample was drawn from the customer files of Allegany Video Incorporated of Wellsville, New York. The total population consisted of a file of 2,849 customers, from which a sample of 215 names were drawn. These 215 names were then divided among the eleven college students who were to make the customer calls. Of the original sample drawn, 161 people were contacted. This constituted a 75% response (No phone, 14% (N 31); No longer on cable, 2% (N 4); No response, 9% (N 19).

The students who were to maek the calls were given a two hour training session in proper telephone interview techniques, including instructions to speak clearly, and not rapidly, to allow two or three minutes for purposes of identification, etc. Two days were devoted to the process of calling each of the customers and initial calls were made between the hours of 8:30 a.m. and 3:00 p.m. Each girl went through her list of names twice, alternating the time of day when calls were made. Follow-up calls were made to customers missed from 4:00 to 7:00 p.m. on the call days.

The interview questionnaire consisted of a two-part, five and three question schedule. A copy of the interview questionnaire is in Appendix D of this report.

By way of a brief explanation concerning the two-part telephone interview schedule, all respondents were asked: "Have you ever seen the program "Allegany Opportunities" on your time and weather station -- Channel 6?" Those who responded "yes" were then asked an additional four questions, such as "Do you watch it regularly?" Those who responded "no" were then asked two different additional questions designed to determine their interest in such a program, and the time of day which might be most convenient for them provided they were interested.

RESULTS

In answer to Question #1 (Have you ever seen ... Allegany Opportunities?) 81% (N 131) of the respondents answered "no" they had not seen the programs, and 19% (N 30) had viewed at least one of the programs during the time they were presented.

Of those respondents who indicated that they had seen at least one of the programs, 27% (N 8) indicated that they had watched them regularly (Question #2 -- "yes" respondents) while 73% (N 22) did not. Of those who had not viewed any of the programs, it would appear that the time presentation (Question #3 -- "no" respondents) was not convenient and that late afternoon 4 p.m. (11%) or early evening, 6 p.m. (10%) or 7 p.m. (11%) would have been better. Furthermore, of those who had seen at least one of the programs (Question #5 -- "yes" respondents) late afternoon or evening would have been more convenient for them too (4 p.m. - 17%; 6 p.m. - 13%; 7 p.m. - 20%).

Of the respondents who had not seen the programs 54% (N 71) indicated that programs describing the kinds of work engaged in by Allegany County residents (Question #2 -- "no" respondents) would be of interest to them, while 34% (N 44) did not. There were 12% (N 16) of the respondents who chose not to answer the question.

In terms of the "relevance" or "usefulness" of program content, of those who had seen one of the programs, 30% (N 9) found the material to be of help to them, while 50% (N 15) did not. The results indicated that 20% (N 6) of the respondent group chose not to respond to this question.

Question #4, "What is your opinion of these programs" rated on a scale of "Not Worthwhile" (NWW), "Fair" (F), "Good" (G), "Excellent" (E), or "Quality Poor, Content Good" (QC) brought response in which the programs were rated "Not Worthwhile" (10% -- N 3); "Fair" (20% -- N 6); "Good" (47% -- N 14); "Excellent" (10% - N 3); and "Quality Poor, Content Good" (10% -- N 3) respectively. One respondent (3% -- N 1) did not answer the question.

SUMMARY AND CONCLUSIONS

It would appear that at the time at which the programs were shown, the time was not convenient to either those respondents who had viewed the program or to those who had not. Thus, a change of time would seem appropriate based on the results of this inquiry.

While a majority (50%) of those who had seen at least one program did not find them immediately "useful" or "relevant", it would seem rational to assume that at some time in the future these respondents might benefit from the experience. On the other hand, 30% of the respondents did find it helpful. This represents nine people out of 21 which makes it significant at least from a "guidance" point of view. In addition, 57% of the viewers considered the programs to be worthwhile viewing. All in all, given some minor technical changes; i.e., time of presentation and the superficial nature of this inquiry, the project would seem to have potential value as a useful technique through which occupational and vocational information can be presented.

Suggestions for Starting a Series

We would like to offer some suggestions for those of you who might want to try something similar.

1. Start with the local cable TV company to see if they will or are capable of putting on a series such as "Allegany Opportunities."

2. Try to get a number of organizations interested in helping you such as counselor associations, employment service, chamber of commerce, and service clubs. Make it a community venture.

3. Survey your community to find out: whether people would watch your program, the best time to show it, and to get program suggestions.

If the first three look promising, then:

4. Set yourself a fairly short deadline for the first program and get them rolling. It's better to develop your competency as you progress than wait until you have a perfect product to begin. (This would not be true of a commercial venture). Momentum builds up as your programs progress, start shifting weeks or putting off new programs, makes it hard to keep going.

5. Develop a format (see ours in Appendix A) which provides, in condensed form, all necessary information for putting a program together. Emphasis should be on people responsible for each stage and date and time when its to be done. Also important is audio-visual material needed for each program.

6. Make use of all your school and community resources. Drafting or mechanical drawing and art classes good for printed graphics. Photography clubs and or industrial photographers can be used to get your action or on-sight pictures. Typing classes can be used for communications. Your Chamber of Commerce can provide leads on who to contact in business and industry.

7. Publicize your program as much as you can right from the start. People won't watch it if they don't know about it.

SUMMARY

We felt the need and had the resources to produce and broadcast over TV cable, a series of programs about occupations in Allegany County. By involving the community and utilizing many resourses, we produced ten video tapes about local occupations and had these played for twenty-five weeks by the local community cable company. Community reaction by those who saw the programs was favorable. Many of those who had not seen any programs thought they would be interested in this type of program.

It would appear that cable TV can be a boon to vocational guidance in rural areas if people are willing to put the effort into making programs.

Appendix A

T.V. PROGRAM PREPARATION CHECK LIST

1. Title of program: ______________________________
2. Program Coordinator(s)
   ____
   ____
3. Participants (with title and company)
   ____
   ____
   ____
   ____
4. Permission to enter company by whom __________ when given ______
5. Location(s) for filming Dates and time
   a. ____________________ ____________________
   b. ____________________ ____________________
   c. ____________________ ____________________
   d. ____________________ ____________________
6. Type of media to be used for preparation:
   ________ 35mm slides
   ________ Super 8 movies
   ________ Video (if possible)
   ________ Cassette recorder
   ________ Other
7. If Mr. Wittie is not doing photography, name of person who is __________
8. Date video taping session at Vocational Division: ____________________
9. Projected date to be shown on cable: ____________________
10. Graphics needed and exact copy.

APPENDIX B

Equipment

Type	Quantity	(Approx.) Unit Price*
Video Camera including Viewfinder	2 or 3	$700.00
SONY AVC 3200 DX Video Monitor	3 or 5	230.00
SONY CVM-110UA Video Tape Recorder	1	700.00
SONY AV 3600 Special Effects Generator SONY SEG-I	1	475.00

For Graphics

Slide Projector

Overhead projector

Movie projector of the variable speed type

---

* These are approximate unit prices as of January 1, 1972 and may not accurately reflect the current market price.

APPENDIX C

GRAPHICS

Standard for all programs:

Beginning of Program

1. ALLEGANY OPPORTUNITIES
2. PRESENTED AS A PUBLIC SERVICE
3. BY ALLEGANY VIDEO, INC.
4. AND -- VOCATIONAL DIVISION
AGRICULTURAL & TECHNICAL COLLEGE
AT ALFRED
STATE UNIVERSITY OF NEW YORK
5. CO-SPONSORS:

WELLSVILLE CHAMBER OF COMMERCE

NEW YORK STATE EMPLOYMENT SERVICE

ALLEGANY COUNTY OCCUPATIONAL CENTER AT BELMONT

Following Program:

THE END

1. PRODUCED BY JAMES L. BLISS, DIRCTOR OF COUNSELING SERVICES
2. DIRECTED BY HAROLD MILLER & ROBERT SELDEN - INSTRUCTORS
3. TECHNICIANS: SENIOR ELECTRONIC STUDENTS VOCATIONAL DIVISION
4. PLEASE WRITE YOUR COMMENTS TO: ALLEGANY VIDEO, INC.
JEFFERSON STREET, WELLSVILLE, NEW YORK

Different for each program:

1. TITLE
2. PROGRAM COORDINATOR
3. PARTICIPANTS

Appendix D

TELEPHONE INTERVIEW QUESTIONNAIRE

Mr. and Mrs. ______, This is ______ from Alfred State College. I would like to ask you a few questions about a local T. V. program.

1. Have you ever seen the programs "Allegany Opportunities" on your time and weather station--Channel 6? Yes ___ No ___

"Yes" respondents were then asked:

2. Do you watch it regularly? Yes ___ No ___
3. Have you been able to make use of the information presented? Yes ___ No ___
4. What is your opinion of these programs? Not worthwhile ___ Fair ___ Good ___ Excellent ___ Quality Poor, Content Good ___
5. Is there a more convenient time for you to watch these Programs?

"No" respondents were then asked:

2. Would a program featuring different types of jobs people have here in Allegany County be of interest to you? Yes ___ No ___
3. What would be the most convenient time for this type of program to be shown? Time ______________

POST SECONDARY BIBLIOGRAPHY

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AUTHOR
Greifer, Julian L.

TITLE
Factors Influencing the Post-High School Plans of Black and White Pupils. Final Report.

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INSTITUTION (SOURCE) Lincoln University, Pennsylvania

SP. AG. CODE BBB02778
SPONSORING AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D. C.

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Guidance Counseling; *Guidance Programs; Secondary School Counselors; Student Attitudes; *Student Needs; *Negro Students; Racial Attitudes; *Racial Differences; Secondary School Students; *Career Planning

IDENTIFIERS

ABSTRACT

The increasing need of black high school students for guidance and career counseling prompted this research. Seven hundred eighty-four members of the Coatesville (Pennsylvania) graduating classes of 1969 and 1970, of whom 20% were black, returned useable questionnaires for analysis. Five major concerns were explored: (1) how black and white pupils compare as to post high school plans and the role they attribute to outside influences; (2) whether counselors are fulfilling their responsibilities to black students; (3) the part that race plays in the counseling process; (4) the effects of social distance; and (5) the attitudes the 2 groups have toward guidance. Few significant differences are reported, although black males realized their educational aspirations less frequently and felt that there were more barriers to the attainment of their post-high school plans. Also, while blatant racism did not characterize the school climate, blacks did feel that their needs were insufficiently considered. A number of broad recommendations for the school guidance program are offered. Appended are some materials used in the project. (TL)

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AUTHOR
Pate, Robert H., Jr.; And Others

TITLE
Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service.

SOURCE CODE	INSTITUTION (SOURCE)
YUB92100; MVK50175	Virginia University, Charlottesville; Michigan State University, East Lansing
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*Demonstration Projects; *College Students; Decision Making; Career Planning; Occupational Guidance; *Vocational Counseling; Student Personnel Services; *Placement; *Employment Interviews; Counseling Effectiveness

IDENTIFIERS

ABSTRACT

This report is the result of a demonstration project the purposes of which were to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service, and to demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship. Criteria for the Project consisted of ratings of the randomly-placed clients by employer representatives, comparable ratings by the Director of Placement, and client satisfaction. The placement registrants who participated in the Project received employment interview evaluations significantly below those of randomly selected control interviews. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the Project counseling gave equally favorable evaluations to the placement services they received. Project participants' placement success was rated by the Placement Director as equal to that of the randomly selected control group. This ultimate placement success was seen as a result of the non-traditional services they received. No differences in outcome were apparent between those counseled individually and those counseled in groups. (Author/CJ)

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AUTHOR
Burks, Herbert M., Jr.; And Others

TITLE
Preparing Counselors for the College Placement Service: A Training Manual.

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MKV50175; YUB92100	Michigan State University, East Lansing; Virginia University, Charlottesville

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DESCRIPTIVE NOTE
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DESCRIPTORS
*Manuals; *Group Counseling; *College Placement; *Decision-making; Vocational Counseling; *Individual Counseling

IDENTIFIERS

ABSTRACT

This training manual resulted from a project whose purposes were to demonstrate; (1) the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service; and (2) that such counseling can be provided as effectively and more efficiently in a group setting than in a one-to-one setting. Part I describes the rationale and utility of the Systematic Counseling model. Part II describes the resources and orgaizational format for the training program, including physical facilities, staff, materials, equipment, and time format. Part III, the major part of the manual, gives a day-by-day description of the 5 day instructional program. Part IV contains a description of the outcomes of the training program as perceived by both trainee and staff. The manual concludes with separate lists of references for each of the major content areas: college placement, individual counseling, and group counseling. Distinctions are made between references sent to the trainee for advance reading and those made available during the training program, and between required and recommended reading. (Authors/TA)

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AUTHOR
Daane, Calvin J.

TITLE
Vocational Exploration Group

SOURCE CODE	INSTITUTION (SOURCE)
	Studies for Urban Man, Inc., Tempe, Arizona
SP. AG. CODE	SPONSORING AGENCY
FGK21436	Department of Labor, Washington, D.C.

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DESCRIPTIVE NOTE
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DESCRIPTORS
*Group Experience; *Jobs; Vocational Counseling; Vocational Aspiration: *Occupational Choice; Career Change; *Occupational Information; Vocational Interests; Occupational Guidance; *Career Choice

IDENTIFIERS

ABSTRACT
Vocational Exploration Groups (VEG) is a program for aiding both youth and adults in to increasing clarification of their position in the occupational world. It is designed to lead an individual to personally supportive first choice of an occupation or to a reconsideration and a rechoice. The process consists of 27 steps within 5 phases of (1) inclusion, (2) job inventory, (3) job personalization, (4) the expansion of jobs personalized, and (5) the next step. The process is conducted for small groups of 5 people by a trained facilitator of the group process. Leaders use a kit of materials and a leader manual to guide group members through the various steps. In the studies reported, 195 trainees and leaders gave their attitudes and impressions of the effectiveness and functionability of the VEG program. Also, 825 Employment Service applicants experienced a three-hour group session in Vocational Exploration. Randomly assigned control were also used. Experimental groups when compared with control groups obtained twice the number of jobs during the month and showed more movement into training and from work training to jobs. (Author/BW)

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AUTHOR
Windle, J.L.; And Others

TITLE
Review of Research: Career Planning and Development, Placement, and Recruitment of College Trained Personnel.

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DESCRIPTORS

*Abstracts; Careers; *Career Planning; Guidance; Career Choice; Occupational Choice; *Literature Reviews; *Student Personnel Services; Student Placement; *Job Placement; College Students

IDENTIFIERS

ABSTRACT

Findings are reported in the form of abstracts of the 201 research studies which met the criteria for selection. These were chosen from over 1,000 studies identified initially as a result of a comprehensive search of 600 journals and periodicals, as well as individual, organization and employer research, both published and unpublished. Abstracted studies are categorized under one of three topical headings: 1) the individual; 2) the career planning and placement center; and 3) the employer. The findings provide a perspective of the most important experimental and survey research done in career counseling, placement, and recruitment, and identify areas where further research is needed. Each abstract contains: 1) a statement of the research problem; 2) a description of methodology; 3) results; and 4) comments as to strengths, weaknesses, and contributions of the research. (Author/TL)

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AUTHOR
Fadale, Vincent E.; Fadale, LaVerne M.

TITLE
Careers and College Students.

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IDENTIFIERS
Hall Occupational Orientation Inventory, Temperament Check List

ABSTRACT
This pilot study was designed to determine the feasiblity of fusing career-oriented activities into the curriculum of a regularly scheduled college course, based on the expressed needs of the students. Subjects were 16 juniors and seniors enrolled in an introductory counseling course at the State University of New York at Cortland. During the first session the Hall Occupational Orientation Inventory and the Temperament Check List were administered, for use as data collection within the pretest-posttest research design and also to be incorporated into class activities. The activity or treatment phase was organized within four categories; group procedures, individual sessions, resource materials and personnel, and visitations. Results indicate that changes occurred involving student interpretations, concerns, and viewpoints. The authors emphasized that the course encourged career realism in terms of self, flexibility of goals, and acceptance of ambiguity within society. (Author/SES)

SPECIAL PROGRAMS AND RESOURCES

A CAREER DEVELOPMENT WORKSHOP FOR ECONOMICALLY DISADVANTAGED STUDENTS

Clarke G. Carney, PhD.
Center for Student Development
Kansas State University

American Psychological Association Hawaiian Convention

September 2, 1972

ABSTRACT

Sampling from a population of disadvantaged high school and college students, this investigation was undertaken as a two part procedure which attempted to answer the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career decision?"

The first part of this study tested the effectiveness of the University of Utah Counseling Center's Career Planning Workshop as a treatment for vocational undecidedness in a disadvantaged population. A three groups design which controlled for the reactive effects of the initial testing was used in making this test. The results of a "gains" analysis of Ss scores on the Career Assessment Form indicated that, although those Ss who experienced the workshop treatment showed more substantial increases in their degree of career decidedness than Ss who did not experience it, the differences between the groups were not statistically reliable. Thus, the effectiveness of the Career Planning Workshop as a treatment for vocational undecidedness was not confirmed.

Given the failure to demonstrate the effectiveness of the Career Planning Workshop as a treatment for vocational undecidedness, the second segment of the study was seen as exploratory rather than definitive in attempting to answer the general question given above. The procedure that was used in this part of the investigation was to divide the Ss who had experienced the Career Planning Workshop into two groups on the basis of their Career Assessment Form scores. Ss who showed an increase in their degree of career decidedness subsequent to experiencing the workshop treatment were assigned to the first, or indecision, group. Ss who did

not show an increase in their degree of career decidedness were assigned to the second, or indecisive, group.

On the basis of the formulations of Goodstein (1965) and Crites (1969), it was predicted that the indecision group would be significantly more vocationally mature; would exhibit significantly lower levels of state-anxiety; and would exhibit significantly lower levels of trait-anxiety than the indecisive group. "t" tests of differences between means for the two groups on the Vocational Development Inventory, and State-Trait Anxiety Inventory were performed to test these predictions. Although the differences between the groups were not statistically reliable, the trend of the data was in the predicted directions. The indecision group exhibited greater vocational maturity and less state- and trait-anxiety than the indecisive group. In addition, there was evidence to suggest that the indecision group was more homogeneous with respect to its levels of vocational maturity and state- and trait-anxiety than the indecisive group.

These findings are interpreted as lending limited support to the indecision and indecisive constructs when applied to a group of vocationally uncommitted disadvantaged students. They also suggest a need to develop more effective approaches in treating the problem of career undecidedness across different populations.

A CAREER DEVELOPMENT WORKSHOP FOR ECONOMICALLY DISADVANTAGED STUDENTS[1]

Clarke G. Carney
Kansas State University

The increasing diversity and change in American education and labor demand that high school and college students learn effective and efficient methods of making career decisions. For a large number of students these decisions are difficult and confusing, often resulting in their taking a negative view of themselves and the world around them. This is particularly true for economically disadvantaged students whose career patterns are shaped by many complex and, oftentimes, competing social-cultural forces.

Recently, state and federal governments have invested a considerable amount of their resources in establishing guidance programs to help the disadvantaged. Several studies (cited by Hansen, 1970) have shown that many disadvantaged students are responsive to well-planned structured programs designed to give them information about educational-vocational opportunities and the process of career development. Despite these generally favorable findings, however, the question must be asked, "Why do some disadvantaged individuals benefit from educational-vocational guidance and others do not?" The answer to this question has strong implications for developing and assessing future guidance programs aimed at helping disadvantaged individuals in making their career choices.

---

[1] Based on the author's doctoral dissertation entitled Anxiety in the Career Decision Process: An Experimental Test of Goodstein's Indecision and Indecisive Constructs. Department of Educational Psychology, University of Utah, Salt Lake City, Utah, 1972.

Two concepts developed by Goodstein (1965) and expanded by Crites (1969) may provide the beginnings of an answer to this question. Goodstein identifies two types of vocationally uncommitted individuals. The first experiences career *indecision*. He cannot make a career choice because he lacks both the appropriate developmental experiences and the occupational information for making such a decision. Because of social pressure to make a choice, he may become quite anxious about his inability to choose a career. Providing him with experience in decision making and appropriate information should have three consequences: (1) he will be able to make a career choice, (2) his high level of anxiety will be reduced, and (3) he should show a substantial gain in his level of vocational maturity. In the disadvantaged population he may be seen as the person who benefits from the types of programs mentioned above.

The second vocationally uncommitted individual is described by Goodstein as being *indecisive*. Because of a high level of anxiety associated with personal-social conflicts, the indecisive person has a difficult time making *any* decision even though he may possess the information to do so. His anxiety is attributable to a variety of competing factors, including for the disadvantaged individual a conflict between the non-competitive values of his cultural group and the achievement orientation of the broader society. The indecisive person will not benefit by an exposure to relevant career information. Indeed, such an experience will only serve to make him more anxious because it will reactivate conflicts associated with decision making. Accordingly, his low level of vocational maturity will not be affected by an exposure to relevant occupational information.

Using a modification of the experimental design developed by Crites (1969) and sampling from a population of vocationally undecided high school and college students, this investigation was undertaken to evaluate the empirical utility of Goodstein's (1965) indecision and indecisive constructs. This purpose can be described by the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career choice?"

Research Design

The students were randomly assigned to treatment and no treatment groups prior to the initial testings. The workshop treatment was required of all Summer Aid and Neighborhood Youth Corps summer employees of the Ogden, Utah Office of Internal Revenue, including those who were vocationally committed prior to the experiment. The data for the vocationally decided students was eliminated from the data pool before statistical analyses were performed.

Of the remaining twenty-eight students used in this study, four were Caucasian, fifteen were Mexican-American, one was American Indian, and eight were Negro. Ten of the students were male and eighteen were female. The grade levels for the group ranged from high school freshman to college sophomore with the median age being eighteen years.

Three instruments were used in this study. They were: (1) the Career Assessment Form, CAF, (adapted from Goodson's, 1970, Student Information Sheet), a measure of career decidedness requiring respondents to rate themselves on a continuum ranging from "no choice", to "tentative choice", to "final choice"; (2) the Vocational Development Inventory, VDI, (Crites, 1965), a measure of vocational maturity; and (3) the State-Trait Anxiety Inventory, STAI, (Spielberger _et al_, 1969), a measure of state anxiety, anxiety associated with specific transitory states, and trait anxiety, a general proneness to be anxious.

The University of Utah Counseling Center's Career Development Workshop for Entering New Students was used as the experimental treatment for this investigation. During the three hour workshop, the participants were involved in lectures, exercises, and discussions led by counselors from the University of Utah Counseling Center and the local State Employment Security Office. These procedures are designed to give participants information about the process of decision making, about themselves -- their interests, abilities, limitations, and values -- and about current educational-vocational trends in Utah. The workshop was presented in such a way that it would assist non-college bound as well as college bound students in actively exploring and setting their educational goals.

Due to the necessity for all students to receive the workshop treatment and difficulties associated with time commitments, a three group design that allowed all of the students to receive the workshop treatment at one time was developed. The resulting design is shown in Figure 1. As is shown in Figure 1, the tests were administered at one week intervals. The duration of the experiment from first testing to final testing was three weeks with the Career Development Workshop occurring on the same day as the second week's testing. The sequence of the administration of the different instruments is outlined in Table 1.

In the design shown in Figure 1 and Table 1 the first group (group 1) served as a control group. Students in this group were tested on all measures on two occasions separated by a one week interval. They did not receive the Career Development Workshop as part of this investigation.

The second group (group 2) served as the experimental group. It received an initial CAF testing during the first week but was not tested on the other measures. Several hours before they received the workshop treatment during the second week the students in this group were tested on the VDI and STAI. One week following the workshop students in group 2 were retested on all of the instruments.

The third group (group 3) was used as an additional control group testing for any reactive or sensitizing effects that might have occurred as a consequence of the initial VDI and STAI testing. Students in this group were given only the CAF during the first week's testing. They were not tested during the second week but were tested on all measures at the third week's testing.

The primary limitation of the design used in this investigation is that because the groups were tested at different intervals some control over history and maturation may have been lost. However, in questioning the students and their supervisors there did not seem to be any evidence to suggest that these conditions had differentially affected the three groups, especially with regard to the type or amount of occupational information they were exposed to.

Results

The first analysis determined if there were any significant differences between the three groups in their degree of career decidedness prior to the experiment. In making this assessment, an ANOV was performed on the students' initial CAF scores. The results of this analysis indicated that the groups were not significantly different in their degree of career decidedness at the beginning of the experiment.

The second analysis was used to determine the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness. An ANOV of student gain scores from initial testing to retest was used in performing the analysis. The null hypothesis was used in this study because it was not known if a three hour workshop in career planning would produce any significant changes in the students' levels of career decidedness, vocational maturity, and state- and trait-anxiety. In null form, the hypothesis to be tested in analyzing student gain scores on the CAF was stated as follows:

1. There are no significant differences in the degree of career decidedness of students who experience the Career Planning Workshop and those who do not.

The results of the initial and retestings of the three groups on the CAF are shown in Table 2. The results of the gain score analysis of this data, shown in Table 3, indicated that although students who experienced the workshop treatment showed substantially greater gains in their degree of career decidedness than students who did not experience the workshop treatment, the differences between the groups were not statistically reliable. Thus, null hypothesis one could not be rejected. The data also show that the initial VDI and STAI testings did not produce a significant reactive effect on students' scores on the CAF retest.

The third set of analyses was performed to test the empirical utility of the indecision and indecisive constructs. The rationale in making these statistical comparisons required that subsequent to exposing vocationally undecided students to relevant career planning information, two outcomes must obtain: First, students in the treated groups (groups 2 and 3) must show significantly greater gains in their degree of career decidedness after experiencing the workshop treatment than students who did not experience it. If they did not, then changes in their degree of career decidedness from initial test to retest would have to be attributed to factors other than the effects of the workshop treatment. Second, within the treated groups there would have to be some individuals who showed a gain in their degree of career decidedness and some who did not. Those showing a gain would be persons who had problems of indecision, but who were able to resolve them given appropriate information. Those not showing a gain would be persons with problems of indecisiveness since they were unable to move in the direction of making a career decision even though they had relevant information.

The failure to empirically demonstrate the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness limits any inferences that can be made from subsequent tests of the validity of the indecision and indecisive constructs. However, on the basis of the evidence indicating that the groups who received the workshop treatment showed more substantial gains in career decidedness than the untreated group, it was decided to follow through on the tests of the indecision and indecisive constructs. Given the limitation noted above the evidence gathered in this way is regarded as exploratory rather than definitive.

The small number of students in the experimental group (group 2 of the first analysis) made a statistical comparison of the indecision and indecisive individuals within it unfeasible. On the basis of the evidence indicating that no reliable differences existed between the groups on the CAF initial and retest, the data of groups 2 and 3 -- both of which had experienced the workshop treatment -- were pooled to form one group. Students within the pooled group were then divided into indecision and indecisive groups using the criteria given previously. "t" tests of differences between the indecision and indecisive groups indicated that although the two groups were statistically equivalent on the initial CAF testing they were statistically distinct on the CAF retest. This suggests that the indecision and indecisive groups can be viewed as being reliably different in their degree of career decidedness following an exposure to the workshop treatment.

Three null hypotheses were tested by "t" tests of differences between means in comparing the VDI data and STAI data of the indecision and indecisive groups. The critical region for all tests of significance was the .05 level.

The first null hypothesis to be tested in this way stated: There are no significant differences in the levels of vocational maturity of the indecision and indecisive groups. A comparison of the mean scores of the indecision and indecisive groups on the VDI retest, shown in Table 4, indicated that the directions of the differences between the two groups in their levels of vocational maturity was in accordance with Goodstein's (1965) model. However, the magnitude of the differences was not statistically significant. Thus, the null hypothesis could not be rejected. In comparing the standard deviations of the two groups, it appears that the indecision group was substantially less variable in its levels of vocational maturity than the indecisive group.

The null hypothesis to be tested in the second comparison stated: There are no significant differences in the levels of state anxiety of the indecision and indecisive groups. The data of Table 5 reveals that although the direction of the differences between the indecision and indecisive groups on the STAI - state retest conformed to Goodstein's model, the magnitude of the difference was not statistically reliable. Consequently, the null hypothesis could not be rejected. As with the VDI, a comparison of the standard deviations of the two groups on the STAI-state indicated that the indecision group showed considerably less variability in its levels of state anxiety than the indecisive group.

The third null hypothesis stated: There are no significant differences in the levels of trait anxiety of the indecision and indecisive groups. The results of the "t" test summarized in Table 6 indicate that this null hypothesis could not be rejected. As with the VDI and STAI-state data, the direction of the group mean differences was in accordance with Goodstein's model; however, the magnitude of the differences was not statistically reliable. Again, the indecision group showed considerably less variability than the indecisive group.

Discussion

The first segment of this investigation was designed to determine the effectiveness of the Career Development Workshop as a treatment for vocational undecidedness in a disadvantaged student population. From the results of the ANOV of CAF gain scores, it appears that the Career Development Workshop is not an effective means of treating vocational undecidedness in a disadvantaged student group.

Several factors may account for this result. First, the sample of students in this study cut across a broad range of educational, age, racial, and cultural characteristics. While a sample of this type may be representative of a broad spectrum of personal characteristics, its representativeness is also a limitation. There is evidence to suggest that individuals vary in their degree of career decidedness, vocational maturity, and state- and trait-anxiety at different age and grade levels (Crites, 1965; 1969; Spielberger _et al_, 1971). There is also evidence indicating that individuals vary in their exposure to occupational information, work seeking skills, and vocational maturity according to their racial-cultural backgrounds (Borrow, 1966, Blum and Rossi, 1969; Crites, 1971; Hilaski, 1971).

This suggests that the workshop experience may not have been developmentally timely for a substantial portion of the students. It also suggests a need to develop a better understanding of the career development processes of individuals in different racial and cultural groups. Once this new normative data is available we may be able to make more meaningful assessments of the effects of different career planning treatments.

A second concern raised by this study is that of how the condition of the workshop presentation affected the motivational set of the student participants. The workshop was presented as part of the students' summer work experience with the possible consequence that they may have seen their participation as being involuntary. This raises the question of how individuals respond to such conditions. Do they respond by active personal involvement or do they view it as a necessary but not personally relevant part of their work experience? The evidence from this investigation suggests a strong need to consider these questions and to take the answers into account in planning future programs of this type.

Third, as it was presented in this study, the Career Development Workshop was of a one-shot form. Given the developmental nature of the career decision process, a more appropriate and effective format may be a series of workshops conducted over a protracted period of time which take into account the cultural-developmental characteristics of the recipients.

The second segment of this investigation attempted to answer the general question: "Do the constructs of indecision and indecisiveness adequately describe disadvantaged individuals who experience difficulties in making a career choice?"

None of the statistical comparisons yielded significant differences, indicating that the concepts of indecision and indecisiveness do not adequately describe vocationally uncommitted disadvantaged students. However, close inspection of the data suggests possible merit to the indecision and indecisive constructs when applied to a diverse sample of vocationally undecided disadvantaged students. In all comparisons the direction of the differences between the means of the indecision and indecisive groups was in the predicted direction. Thus, the trend of the data conformed to Goodstein's (1965) model. The indecision group exhibited greater vocational maturity and less state- and trait-anxiety than the indecisive group.

On each of the dependent measures, the indecision group showed substantially less variability than the indecisive group, suggesting that individuals who show an increase in their degree of career decidedness subsequent to experiencing the workshop treatment constitute a more homogeneous group than those who do not show such a change. Thus, in accordance with Goodstein's model, individuals can be divided into indecision and indecisive categories after an exposure to occupational information. However, the differences between the two groups may be better assessed by pre-post comparisons of differences between variances than by tests of differences between means at post-test.

These findings indicate that future treatments for vocational undecidedness must be oriented toward the particular needs of the recipients. In some situations, it is better to treat the problem of vocational undecidedness as though it stemmed from information and skill deficiencies. In others, the personal-social concerns of the individual must be dealt with before vocational exploration is undertaken. What is needed now is a way of determining which form of difficulty the individual is experiencing prior to exposing him to treatment rather than after he has been treated.

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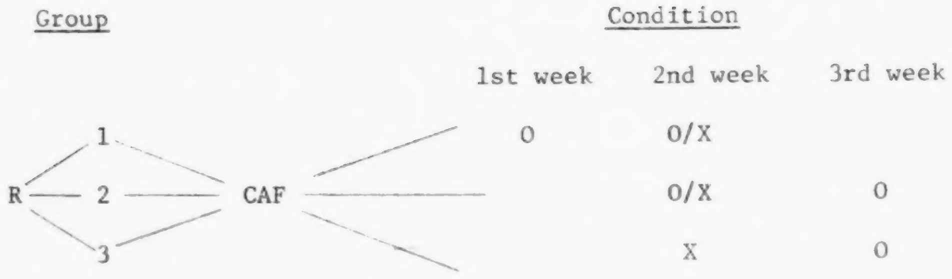
Group
Condition
1st week
2nd week
3rd week
R
1
2
3
CAF
0
0/X
0/X
0
X
0

Figure 1. Three groups design used in this study

Note: The workshop was given on the same day as the testing for groups 1 and 2

CAF = Career Assessment Form
R = random assignment to groups
0 = test observation
X = workshop treatment

TABLE 1

Testing Sequence Used in this Investigation.

Group	1st Week	2nd Week	3rd Week
1	CAF, VDI, STAI	CAF, VDI, STAI	--------
2	CAF	VDI, STAI	CAF, VDI, STAI
3	CAF	---------	CAF, VDI›STAI

TABLE 2

Data of the Initial and Retestings of Groups 1, 2, and 3 on the Career Assessment Form

		Initial Test			Retest			Difference
Group	Condition	N	$\overline{X}$	σ	N	$\overline{X}$	σ	$(\overline{X}_2 - \overline{X}_1)$
1	no workshop	11	3.09	0.99	11	3.45	1.16	+0.36
2	workshop	7	2.86	1.84	7	3.54	1.40	+0.68
3	workshop	10	2.00	1.00	10	2.80	1.53	+0.80

TABLE 3

Results of a "gains" Analysis Comparing Groups 1, 2, and 3 on the CAF.

Source	SS	df	MS	F
Total	40.68	27	-----	
Between	1.10	2	0.55	0.33*
Within	39.58	25	1.67	

*$P > 0.20$

TABLE 4

Results of a "t" Test of Differences Between the Indecision and Indecisive Groups on the VDI Retest.

Group	N	$\bar{X}$	σ	"t"
Indecision	8	32.63	3.15	0.93*
Indecisive	9	28.89	7.66	

*df=15 $P>0.15$

TABLE 5

Results of a "t" Test of Differences Between the Indecision and Indecisive Groups on the STAI-State Retest.

Group	N	$\bar{X}$	σ	"t"
Indecision	8	86.26	6.02	1.46 *
Indecisive	9	93.78	14.57	

*df=15 $P>0.10$

TABLE 6

Results of a "t" test of Differences Between the Indecision and Indecisive Groups on the STAI-Trait Retest

Group	N	X		"t"
Indecision	8	75.50	6.60	0.97 *
Indecisive	9	81.33	16.06	

*df=15 $P>0.15$

MODEL CAREER DEVELOPMENT PROGRAM

for

COMMUNITY MENTAL HEALTH WORKERS

Division of Social and Community Psychiatry
Department of Psychiatry
University of Southern California School of Medicine

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NEED FOR A TRAINING PROGRAM:

Persons experienced in the field of human services agree that formal training opportunities are essential to enhance the effectiveness of human service workers on behalf of their clients. It is the purpose of this program to meet the need for such training. Based on previous experiences with the training of human service workers, we have designed a program which will increase relevant knowledge, develop specific skills, and foster attitudes appropriate for the provision of effective human services.

OBJECTIVES OF TRAINING

To create an atmosphere in which each trainee will improve his interpersonal skills, grow as a person, and accept the challenge of becoming an effective human service worker

To equip trainees with the generic knowledge and skills necessary to work in the field of human services

To develop the art of effective communication and participant observation

To develop work-patterns enabling trainees to perform successfully in the human services field

OVERVIEW OF THE PROGRAM:

Basic Principles

Involvement of students through immediate participation

Promotion of self-awareness by work in small groups

Increase in sensitivity to problems of others by utilization of past and current experience of the students themselves

Increase in tolerance and acceptance of deviant conduct by exposure to a variety of disturbed behaviour

Components

Practical experience

Classroom instruction

Field trips to community agencies

Interpersonal workshop (individual counseling if needed)

Supplementary remedial education and/or college attendance

METHODS OF TRAINING:

Practical Experience

All trainees will participate under supervision in the clinical psychiatric activities of the USC-LAC Medical Center and the Central City Community Mental Health Center for about 60% of their time. They will participate in direct contact with patients, individually and in groups, observe patients and report on them to professional staff members. They will be exposed to a variety of treatment modalities: milieu therapy, group therapy, psychodrama, occupational and recreational therapy on the in-patient and day treatment services; evaluation; crisis intervention; family and group therapy in out-patient clinics. They will serve as receptionist interviewers, greeting patients, orienting them, assisting them in the filling out of forms, and interpreting for Spanish speaking patients. They will refer patients and accompany them to community agencies, thus, gaining direct knowledge of the use of community resources. They will work with families of patients, make home visits, report on the progress of discharged patients and motivate patients to return for aftercare. At the Mental Health Center, they will, in addition, assist patients to find jobs, adequate housing, and contact with appropriate social groups.

Classroom Instruction

(a) Small group seminars conducted by staff and invited experts

(b) Group discussions in which material is presented by trainers and trainees

(c) Case reviews

(d) Informal small group discussions facilitating the acquisition of knowledge and skills and bridging social distance between the participants

(e) Activity Learning

A Chinese aphorism states: "If I hear it, I forget; if I see it, I remember; if I do it, I know." Participation in activities involves the trainee more intimately in the learning process than any other method. The trainer will stress important aspects of each activity. The trainees will take responsibility for individual or group situations and discuss their experiences with each other

(1) Role playing

(2) Simulation (Games)

(f) Creation of a Workbook

Each trainee will create his own training manual. It will combine printed material furnished by the staff and material prepared by the trainees:

(1) Controlled notes - which minimize note taking, provide information which may be reviewed at leisure, and free the trainees to listen and to participate in discussions

(2) Information sheets - which will contain the salient data of specific topics

(3) Linear program instruction sheets - which will allow the trainees to review their learning at their own pace

(g) Audio-visual aids

(1) Training films

(2) Flannel-boards and flip-charts

(3) Posters

(4) Chalk-board

(5) Videotapes

Videotapes of discussion groups and activities will be replayed for confrontation, to analyze problems, and to demonstrate techniques

Field Trips to Community Agencies

The trainees will visit a representative sample of agencies in the fields of welfare, health, mental health, education, and correction. They will be oriented to the functions of the agencies, and their observations will be discussed subsequently.

Interpersonal Workshops (Individual Counseling if Needed)

Small group meetings with a trained staff participant are designed to reduce interpersonal tensions among trainees and between trainees and staff to demonstrate group process, to increase psychological sensitivity and self-awareness, and to deal with specific program problems.

Trainees who need personal counseling will have access to the services of an expert mental health professional on request.

Supplementary Remedial Education and/or College Attendance

The New Careers Program specifically prescribes that each trainee be given an opportunity to continue formal training to the extent of his potentials and his willingness. In this manner the road is opened towards upward mobility.

Simultaneously with the training in generic human service skills, the trainees resume and continue whatever formal education they have had in remedial programs and in selected college classes. This supplemental education is coordinated through the Office of the Director of Personnel, County of Los Angeles.

UNIT TITLE: WORKING IN THE FIELD OF HUMAN SERVICES

UNIT OBJECTIVES: To give the trainee an overview of the training and its significance for his future job

To assist the trainee to accept himself as a learner with needs, abilities, and motives that change as he develops his potential

To help the trainee develop an image of a human service worker with which he can identify

To give the trainee an understanding of the expectation and standards common to human service personnel

To introduce the trainee to the basic concepts of communication

UNIT SEGMENTS:

A. Overview of Training Package

B. Understanding the Role of a Human Service Worker

C. The Helping Relationship

D. Communication

E. Process of Change

F. Essential Needs of Man

SEGMENT A: OVERVIEW OF TRAINING PACKAGE

Trainee Performance Goals	Methods of Evaluation
Following a staff presentation of ten significant points of the training program, trainee will be able to list five significant points.	Written test requiring trainee to list at least five points.
Following staff discussion, trainee will be able to describe verbally the operation, structure, and schedule of the training program.	Staff evaluation of trainee's descriptions. Videotape monitoring for future reference.
Following group discussion of learning goals, trainee will be able to list his own learning goals and plan the steps for learning outcome.	Written list of trainee's individualized learning goals and plans. Staff will use the goals for confrontation with trainee at future date.

SEGMENT B: UNDERSTANDING THE ROLE OF A HUMAN SERVICE WORKER

Trainee Performance Goals	Methods of Evaluation
Following group discussion in which the trainees draw on past experiences, trainees will be able to list characteristics they desire in a human service worker.	Written list reviewed by staff and added to trainee's workbooks for future comparisons against own performance.
Following panel discussion by training program graduates, trainees will be able to understand their role in the human service team.	

SEGMENT C: THE HELPING RELATIONSHIP

Trainee Performance Goals	Methods of Evaluation
Following a training film which presents community workers in process of helping others, trainee will be able to identify five things the worker does which impede the helping relationship.	Completion of film guide requiring trainee to identify five kinds of undesirable behaviours.

SEGMENT D: COMMUNICATION

Trainee Performance Goals	Methods of Evaluation
After viewing a flip chart which demonstrates types of communications, the trainee will be able to list and define in writing five types of communications.	Review and discussion of list prepared by trainees.
Following group discussion on significance of effective communications, the trainee will be able to recognize, through role playing, factors that enhance and hinder communication.	Staff will observe the role playing and list the positive and negative features. Trainees' ability will be rated according to number of factors they are able to recognize.
Following group discussion, trainees will be able to add new methods of improving their communication skills.	Trainee will list skills facilitating communication before and after discussion. The second list must contain at least three new items.

SEGMENT E: PROCESS OF CHANGE

Trainee Performance Goals	Methods of Evaluation
Following a presentation by staff of suggested steps to facilitate change within an agency, trainees will be able to select three points presented and assess the importance of these in the process of change.	Review of written summary by staff.
Through group discussion, trainees will be able to choose a situation (real-life situation) in which they are included and set up a simulation to apply and analyze the steps of change.	Videotape of the simulation for review and discussion with staff and trainees. The written simulation design will go into workbooks.

SEGMENT F: ESSENTIAL NEEDS OF MAN

Trainee Performance Goals	Methods of Evaluation
Following staff presentation, the trainee will be able to list seven essential needs of man.	Written test requiring trainee to list all seven needs.
Through group discussion, the trainee will be able to compare and contrast needs of the trainee and needs of the client.	Analysis of group discussion.
During group discussion, the trainee will be able to assess and list their needs as a learner and a member of the human service team.	Written list of learner's needs which Staff will retain for appraisal with trainee at later date.
After staff presentation of the problem solving approach and its use, the trainee will be able to demonstrate his understanding of the problem solving approach in the following manner. He will select a situation that shows frustration of an individual whose needs are unmet and: (a) List the unmet needs (b) Apply problem solving approach (c) Summarize results	Written report presented by trainee to group for group discussion.

UNIT TITLE: UNDERSTANDING HUMAN BEHAVIOUR

UNIT OBJECTIVES: To give the trainee an understanding of the influences on human behaviour as a basis for dealing with and accepting a wide range of behaviour patterns

To provide the trainee with basic concepts and terms used by mental health professionals

UNIT SEGMENTS:

A. Growth and Development

B. Basic Needs of Man

C. Emotional Indicators of Human Behaviour

D. Mental Health

E. Mental Mechanisms

F. Mental Illness

SEGMENT A: GROWTH AND DEVELOPMENT

Trainee Performance Goals	Methods of Evaluation
Following staff presentation and group discussion, the trainee will be able to identify at least four factors in early life experience which influence human behaviour.	Written carbon quiz requiring trainee to list at least four factors from his own or others life experiences which influenced behaviour.
Based on class instruction and field observation, the trainee will be able to identify the stages of the life cycle and differentiate between successful and unsuccessful completion of developmental stages (Erikson).	Trainee will observe human behaviour in various settings and then summarize and record his observations, relating them to the classroom discussion.

SEGMENT B: BASIC NEEDS OF MAN

Trainee Performance Goals	Methods of Evaluation
After group discussion, the trainee will be able to list basic needs of people and how they relate to behaviour.	Trainee will complete linear programmed instruction sheets for review by trainer.
The trainee will become aware of his needs in his relationships with other people.	Trainee will complete, score, and graph his own performance on the FIRO-B interpersonal relations scale.

SEGMENT C: EMOTIONAL INDICATORS OF HUMAN BEHAVIOR

Trainee Performance Goals	Methods of Evaluation
Following Sensitivity Workshop and Group discussions, Trainee will be able to identify types of emotions commonly experienced by everyone.	Oral test, reviewed and evaluated by instructor.
Following discussion, the trainee will become increasingly aware of the relationship between emotions and events.	

SEGMENT D: MENTAL HEALTH

Trainee Performance Goals	Methods of Evaluation
Following staff presentation, group discussion, and field observation, the trainee will be able to define effective adaptation and its relationship to mental health.	Written essay on characteristics of mental health.
The trainee will explore ways through which the mental health of people can be improved.	Preparation of a list measured against a standard list of influences conducive to the betterment of mental health.

SEGMENT E: MENTAL MECHANISMS

Trainee Performance Goals	Methods of Evaluation
As a result of staff presentation, instructional materials, and clinical observations, the trainee will be able to describe and to give examples of the healthy and unhealthy use of four out of twelve mental mechanisms.	Each trainee will explain to the group the healthy and unhealthy use of one mental mechanism. Carbon quiz (matching type) to be completed and scored by trainee for subsequent review by the group.

SEGMENT F: MENTAL ILLNESS

Trainee Performance Goals	Methods of Evaluation
Based on clinical observations, the trainee will be able to recognize and identify common patterns of mental illness and relate them to current psychiatric nomenclature.	Trainee will "diagnose" vignettes of classic patient descriptions according to major descriptive categories.
The trainee will be able to match certain treatment principles to needs perceived in the mentally ill.	Staff observes and evaluates trainees in role playing, acting out typical psychiatric problem situations and devising a remedial approach.

UNIT TITLE: CRISIS THEORY AND CRISIS INTERVENTION

UNIT OBJECTIVES: To give the trainee a clear understanding of the crisis concept

To instruct the trainee to give proper support and assistance to clients in crisis in order to increase the chances of the best possible crisis outcome

UNIT SEGMENTS:

A. Crisis Concept

B. Crisis Intervention

SEGMENT A: CRISIS CONCEPT

Trainee Performance Goals	Methods of Evaluation
After staff presentation and group discussion, each trainee will be able to demonstrate his understanding of the crisis concept by relating an example of a crisis from his own life or from the life of a friend or neighbor.	This example will be rated by his peers who will score items of crisis definition in the story.
The trainee will be able to distinguish between: (a) a crisis (b) a calamity of life (c) states of chronic deprivation or impaired mental health	Each trainee will contrast, in a presentation to the group, his own example with other examples from his experience representing: (a) a calamity which did not cause a crisis (b) a state of chronic deprivation and/or chronically impaired mental functioning

SEGMENT B: CRISIS INTERVENTION

Trainee Performance Goals	Methods of Evaluation
The trainee will demonstrate his knowledge of the six basic rules of crisis intervention.	Role Playing Trainees will be paired. One trainee will act out his own crisis example with a partner who will assume role of a helper. The helper will be rated by the group according to the basic rules of crisis intervention.
The trainee will demonstrate his ability to deal effectively with a client in crisis.	Essay Each trainee will report briefly in writing an actual experience with a patient at the USC-LAC Medical Center or the Central City Community Mental Health Center describing his participation in a crisis intervention. The essay will be rated by the instructor according to the classic rule of crisis intervention.

UNIT TITLE: INTERVIEWING AND REPORTING

UNIT OBJECTIVES:

To teach the human service worker how to use the tools of interviewing as a basis for the provision of service in the helping process

To teach the human service worker to observe and appropriately use his own reaction to the client

To record process and results of interviewing in a form acceptable to the professional and/or agency for the provision of better service

UNIT SEGMENT:

A. Concepts of Interviewing

B. Process of Interviewing

C. Purpose of Interviewing

D. Summary of Interviewing Techniques

E. Conducting an Interview

F. Case Review

SEGMENT A: CONCEPTS OF INTERVIEWING

Trainee Performance Goals	Methods of Evaluation
Trainee will be able to recite the definition of interviewing.	Oral quiz. Trainer's observation of group discussion and role playing.
Trainee will be able to distinguish interviewing from other forms of verbal communication.	

SEGMENT B: PROCESS OF INTERVIEWING

Trainee Performance Goals	Methods of Evaluation
Trainee will develop awareness of the many factors that play into the process of interviewing.	Trainer will review case studies prepared by trainees.

SEGMENT C: PURPOSE OF INTERVIEWING

Trainee Performance Goals	Methods of Evaluation
Trainee will be able to select and organize in writing material related to the client from information gathered during an interview .	Review of intake interview prepared by trainee (Trainer will supervise trainees during intake interviews).

SEGMENT D: SUMMARY OF INTERVIEWING TECHNIQUES

Trainee Performance Goals	Methods of Evaluation
The trainee will define and list the concepts, process, and purpose of interviewing.	Essay exam reviewed by trainer.

SEGMENT E: CONDUCTING AN INTERVIEW

Trainee Performance Goals	Methods of Evaluation
The trainee will interview a client, assessing the problem, and assisting the client in working through the problem.	Supervisor's observation of trainee conducting an interview.

SEGMENT F: CASE REVIEW

Trainee Performance Goals	Methods of Evaluation
The trainee will write a summary of the client's problem, a plan to solve the problem, and the method of implementing the plan. The trainee will show evidence of having applied at least four principles presented during this unit of instruction by stating in his own words the principles and how they relate to his interaction with the client. He will be given 48 hours to prepare the summary.	Summaries will be evaluated against a list of interviewing principles. Trainees will be expected to demonstrate application of at least four of the principles.

UNIT TITLE: THE COMMUNITY AND ITS RESOURCES

UNIT OBJECTIVES: To inform the human service worker of the organization and the resources of the community

To enable him to make use of existing community resources in his own and his clients' interests

To instruct him in ways of establishing needed but non-existent community resources

UNIT SEGMENTS:

A. The Structure and Processes of a Community

B. Community Resources

C. Referral Techniques

D. Law and the Community

E. Community Organization

F. Consumer Education

SEGMENT A: THE STRUCTURE AND PROCESSES OF A COMMUNITY

Trainee Performance Goals	Methods of Evaluation
Drawing upon his own experiences, the trainee will be able to list and prepare a map showing the locations of existing key community resources.	Staff review of list and map prepared by trainee.
The trainee will be able to relate these resources to the organizational structure of his community.	

SEGMENT B: COMMUNITY RESOURCES

Trainee Performance Goals	Methods of Evaluation
Each trainee will be able to match specific problems and community resources (a) drawing on field trip experiences (b) using information and referral services .	Quiz in which trainee matches problems involving children, youth, adults, the elderly, alcoholics, drug addicts, unwed mothers, etc. with appropriate community resources .

SEGMENT C: REFERRAL TECHNIQUES

Trainee Performance Goals	Methods of Evaluation
The trainee will be able to list the steps of an effective referral.	Linear programmed instruction test.

SEGMENT D: LAW AND THE COMMUNITY

Trainee Performance Goals	Methods of Evaluation
The trainee will be able to select steps for dealing with certain common legal problems.	Trainee will be presented with a series of vignettes describing cases of threatened divorce, child support, arrest, garnishment of wages, etc. and must choose appropriate solutions.

SEGMENT E: COMMUNITY ORGANIZATION

Trainee Performance Goals	Methods of Evaluation
The trainee will be able to describe a project which deals with a major problem in his community.	Staff review of trainees project and lists.
The trainee will be able to (a) list the steps necessary to plan a community meeting and (b) list the elements of effective leadership of community meetings.	

SEGMENT F: CONSUMER EDUCATION

Trainee Performance Goals	Methods of Evaluation
Trainee will compile a list of Guidelines for the Consumer based on knowledge presented, summary of group discussions, and following visits to various consumer agencies.	Staff review of trainee's list.

UNIT TITLE: WORKING WITH GROUPS

UNIT OBJECTIVES:

To give a basic understanding of the significance of group process in helping to determine values, goals, and expectations of individuals

To give trainees an appreciation of the group method for effecting attitudinal and behavioral changes

To provide a small group setting conducive for trainees to share experiences and to translate these into knowledge and practical decisions

UNIT SEGMENTS:

A. Types of Groups and Their Purposes

B. The Structure of Small Groups

C. Dynamics of Small Groups

SEGMENT A: TYPES OF GROUPS AND THEIR PURPOSES

Trainee Performance Goals	Methods of Evaluation
Through participation in small groups and group discussion: (a) The trainee will be able to identify basic human needs which are met through group membership. (b) The trainee will be able to distinguish between different types of groups. (c) The trainee will be able to recognize the purpose of different types of groups.	Staff member acting as participant-observer will evaluate trainee during group discussion.

SEGMENT B: THE STRUCTURE OF SMALL GROUPS

Trainee Performance Goals	Methods of Evaluation
Experiences in small groups will enable the trainee to recognize the roles played by individuals in small groups.	Trainee will complete check list on his role in the group, which will be reviewed and evaluated by the group.
The trainees will be able to identify and compare three types of group leadership.	Take-home essay examination summarizing group leadership.
The trainees will be able to describe interactions which facilitate and those which impede decision-making in working groups.	Staff participant-observer evaluates discussion.
The trainees will be able to apply to a problem in their own group the steps necessary for bringing about change in an agency.	

SEGMENT C: DYNAMICS OF SMALL GROUPS

Trainee Performance Goals	Methods of Evaluation
After using the "fishbowl" observation technique, the trainee will be able to differentiate between content and process.	Staff participant-observer evaluates trainee during group discussion.
Drawing from their experiences in the group, each trainee will be able to identify three factors contributing to group cohesiveness.	Take-home essay exam on group cohesiveness.
Using videotapes of their own group, the trainees will be able to list and describe the developmental stages of small groups.	Review and group discussion of trainees' lists.

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A NEW LOOK AT WORK, PLAY AND JOB SATISFACTION

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Work

In contemporary Western culture work is commonly portrayed as a necessary evil. It was forced upon us when Adam and Eve were driven out of the Garden of Eden and were told that they must earn their bread by the sweat of their brows. Work is a necessity because the harsh realities of our biological existence force us to labour to provide the basic requirements of life and, if we desire more than those - and who is not motivated today to acquire more than mere subsistence - we must work long and hard. Work is also portrayed in our culture as evil because Adam, and so all mankind, was disobedient and work is the expiation of our guilt feelings for disobedience. More realistically, work is imposed upon us and like all impositions is therefore resented.

Work has not always been viewed as a necessary evil. At different times through the ages it has been variously interpreted. The Greeks and Romans, for example, saw it as evil but with the availability of slaves, were able to reject it as unnecessary for free men. With the rise of Christianity and especially under the influence of the Protestant ethic an attempt was made to remove the stigma of evilness and to represent work as a loving obligation to a divine being. Yet, things that are necessary seem rarely to be viewed as good and gradually, with the rise of capitalism and the misery of sweat shop conditions, the connotation of evilness returned to the concept of work.

Dictionary definitions of work avoid applying pejorative connotations. Webster's Collegiate Dictionary, for example, defines work as "the exertion of strength or faculties to accomplish something". It also gives synonyms such as "occupation", "employment", "task", and "duty". While the connotation of necessity is obvious in the words "duty" and "task" there is no acknowledgement that within our culture evilness is the commonly held affect.

Santayana (1950) lists three motives for work: want, ambition, and love of occupation. He says,

> "in a social democracy, after the first was eliminated, the last alone would remain efficacious. Love of occupation, although it occasionally accompanies and cheers every sort of labour could never induce man originally to undertake arduous and uninteresting tasks, nor persevere in them if by chance or waywardness such tasks had been once undertaken. Inclination can never be the general motive for the work now imposed on the masses." (p. 34).

Vroom too ponders the reasons that make people work and concludes:

1. They provide wages to the role occupant in return for his services.
2. They require from the role occupant the expenditure of mental or physical energy.
3. They permit the role occupant to contribute to the production of goods or services.
4. They permit or require of the role occupant social interaction with other persons.
5. They define, at least in part, the social status of the role occupant. (Vroom, 1964; p. 30).

Menninger (1964) in a basic textbook used in most vocational guidance courses in America suggests that "to the psychiatrist work is an essential activity of the mentally healthy person, a mature person." He argues that work satisfies many psychological needs which cannot be met easily in other ways. These include an outlet for hostile or aggressive drives and job satisfactions derived from the worthwhileness of work, pleasant personal relations with other workers, a chance to be a member of the team, and the satisfaction associated with allegiance with a superior being.

Common in all of these definitions is one feature - that work is an activity of which the goal is the production of something and whose satisfactions are derived from objects or situations extrinsic to the nature of the task. For example, although Vroom argued that one goal of work is the exertion of physical energy, this goal is not intrinsically bound to the characteristics of the activity itself.

Thus work seems not to be intrinsically rewarding. Rather, the rewards of work are to be sought in its products, in the creation of an object or event that in turn reinforces the worker. The reinforcement may be obtained by selling the product, by displaying it to others, or by the receipt of rewards for having produced something. The rewards may be financial gain, status, prestige, security or even a feeling of weariness. Thus the laborer on a production line is working, as is the surgeon who performs an operation, the artist who sells his work, the academician who publishes his research findings and the teacher who submits a year-end report on his students' progress.

In this sense an activity is pleasurable to the extent that the anticipated reward is pleasurable. If a painter expects to sell the painting he is working on, he enjoys the anticipation of the pleasure he will derive from the receipt and disbursement of the money, and the prestige and fame that may follow its sale.

Yet one would argue that there is usually some pleasure in the performance of a task. Shimmin (1966) argues that while work is often assumed to be neither pleasurable nor self-rewarding, it should not be viewed simply as something people do not like doing. The teacher may enjoy his interchange with his pupils and the writer the creative involvement in his paper. While this may be less apparent with the laborer on the production line, it is not entirely untrue. One can find many blue collar workers who enjoy their labor and not merely the rewards they derive from their jobs.

Thus it must be granted that activities may have intrinsically rewarding aspects. There may be characteristics in an experience that may make its doing pleasurable in and of itself.

Play

Such characteristics are usually inhered in activities which we subsume under the rubric of play. Play might be defined as those activities which work is not - recreation, amusement, hobbies, leisure and other voluntary fun activities.

A number of psychologists and sociologists have attempted to define the concept of play or have offered criteria that playful behavior would meet. The definitions are not, of course, congruent and some criteria include activities that others would not. But, as with definitions of work, there are common features in many of the expositions. Valentine (1942), for example, defined play as "any activity which is carried out entirely for its own sake." Piaget (1951) listed a number of generally accepted criteria defining play as an end in itself, a spontaneous activity and one carried on for pleasure. Margaret Mead (1950) in a discussion of work and play described work as an activity "that is purposeful and directed towards ends that lie outside that activity" in contrast with the self-rewarding character of play.

In all of these definitions play seems to be characterized as spontaneous, i.e. an act the reward for which is intrinsic to the activity itself. But to relegate the definition of act to spontaneity is to abrogate one's responsibility to scientific investigation and comprehension. For spontaneity can be traced back in time and anchored down to a reaction to an instigatory stimulus with no biologically important consequence, or as Schlossberg (1947) put it, "seems useless in the eyes of an observer".

The motivation for play is derived from stimuli which directly affect the central nervous system. Following theoretical formulations by Berlyne (1960, 1968), play can be defined as one type of response to situations characterized by high levels of ambiguity, complexity, novelty and similar environmental variables - all of which serve to induce a moderate level of uncertainty, response conflict, physiological imbalance and neural tension in the body.

Play is a type of activity that includes information search, skill training and repetitious practice, motivated by lack of information, uncertainty about the conceptualization of a precept and choice of an appropriate response in a situation of high ambiguity, etc. induces exploration of the source of uncertainty. Exploration often takes the form of locomotion, manipulation, and testing of various solutions. Play includes these exploratory responses in any combination, is initiated in the presence of uncertainty and may be abandoned either when all the uncertainty is resolved or when other environmental stimuli with higher levels of uncertainty become more attractive and interesting to the individual and are seen as more conducive to exploration. Children play more than adults, probably because they are more at liberty to choose to react to interesting environments and can move among various alternatives with greater ease. Their behavior is usually termed *fun*. The "idle rich" have fun too and their amusements are often displayed in the newspapers and magazines to be read by the more restricted and "unfortunate" readers.

Play is also a form of learning and rehearsal. It is practice in gaining competence, i.e. the capacity to interact effectively with one's environment (White, 1959). The individual in the presence of uncertainty must learn through exploration and practice to gain mastery and comprehension over environmental conditions as well as his own abilities. He enjoys the repetitious practice in which he reduces uncertainty and becomes proficient in responding appropriately and efficiently to a situation. This activity is not confined only to children but is an ongoing process through life.

Play is often regarded as frivolous and fit mainly for children.

It may have been the influence of the Protestant ethic that made society downgrade the role of play and view it as trite, for society had to enhance the role of work and reduce the status of pleasure derived from non-work activities. Today, as increased productivity and automation allow people to reduce the proportion of time spent at work, the amount of play is on the increase in the form of recreation, sports, hobbies and other leisure activities.

Generally, work and play are seen as mutually exclusive activities, i.e. a person is either engaged in work or in play. Historically, the Greek and Roman freemen engaged in play although some of their games would scarcely be termed play today. In fact, it is rather difficult to distinguish the two activities in modern games. Today, amateurs and professionals play and work together in competitions such as tennis and golf. They expend equivalent amounts of energy, and the rewards of success lie in the process of playing a good game as well as in the extrinsic rewards of status and prestige. The only distinction between the work of the professional and the play of the amateur lies in the fact that only the former may receive financial and material rewards for success.

It may be more useful to view the two, work and play, not as separate activities, but rather as complimentary components of all activities. Thus, part of each activity is work, and the remainder is play. The painter obtains satisfaction from the creative act as well as in the anticipation of a sale. The car salesman derives satisfaction both from the process of understanding the idiosyncrasies of a customer and in gaining mastery over him and manipulating him to purchase, but also from the commission he receives for completing the sale.

This formulation would be in agreement with Cohen (1953) who suggested that it is appropriate to think of a composite work-play continuum on which a given activity can be placed according to the extent to which it displays several characteristics.

Although every activity includes both work and play components the proportion of each may vary. New, ambiguous and complex tasks are composed of a large proportion of interesting elements. But uncertainty gradually decreases with repetition and competence and tasks tend to become redundant, stereotyped, mundane and tedious. The proportion of play in an activity decreases and the proportion of work increases. The continuation of an activity thus becomes more dependent upon extrinsic rewards. If the status, economic or power reward is sufficient, activities may be continued even when they have become almost exclusively work, although they may be regarded as boring, unpleasant, uninteresting and tedious.

Young children are permitted to pursue activities motivated to a great extent by intrinsic rewards. They can therefore afford to abandon an activity when its intrinsic motivation has diminished. The process of education is, at least in some part, directed to the training of children to remain with activities after the intrinsic rewards are reduced. Such training is carried on under the guise of developing a mature and responsible attitude to life. In school children are taught that work comes before play and that extrinsic rewards are of greater consequence than intrinsic satisfactions.

Neff, in his book Work and Human Behavior (Neff, 1968) argues that "work is not at all a natural human activity." Human beings must learn to become workers and the necessary skills are taught during the educational process. He feels that a "work personality" must be formed. This personality is willing to carry on activities whose basic objectives are instrumental - the production of something. The formation of such a personality requires the shaping of an individual who is willing to accept restrictions on his free movement from activity to activity and the compulsions of stability, endurance and responsibility for the sake of extrinsic rewards. The successful graduate of the educational system has learned how to work, has chosen a career and is ready to undertake a job.

Job Satisfaction

The term job usually refers to an individual piece of work done in the course of one's occupation or trade. As such it is antithetical to game which is seen as a non-job occupation. But jobs and games have both intrinsic and extrinsic components. Both jobs and games refer to activities that extend over a period of time, have elements of repetition and may include one or more related activities.

The main distinction between jobs and games lies in the motivation for their performance: jobs are mainly instrumental, extrinsically motivated and directed towards the creation of a product. Work constitutes therefore a high proportion of the activities in a job. Games are mainly, but not entirely, intrinsically motivated. Games can also be prestigious. Doing a job well is extrinsically rewarding; it can also be pleasing.

Job satisfaction is derivable both from the activity itself and from the anticipation of the rewards to be obtained upon its completion. Hertzberg attempted to separate out these two constituents of a job

(Hertzberg, 1956). He argued that each job has motivational and hygienic components. The former include achievement, recognition, work itself, responsibility and advancement. Hertzberg argued that the existence of motivational characteristics in a job provided satisfaction and their non-existence did not cause dissatisfaction, but merely a lack of satisfaction. Under the heading of hygienic components, he included company policy and administration, supervision, salary, interpersonal relations (supervision) and working conditions. Hygienic characteristics were said to affect the degree of dissatisfaction with the job. Thus, a high salary would not cause satisfaction, but merely reduce dissatisfaction.

Hertzberg may have been extreme in dichotomizing job characteristics into two types and treating them as orthogonal factors. It is true that the hygienic factors are extrinsic to the activity and so do not provide satisfaction to the individual during the performance of a task. But the anticipation of the reward (e.g., money) may be satisfying. One may take pleasure not only in doing a job well but also in expecting that one may get paid well. Moreover, some of the factors that Hertzberg included under the heading of motivational, such as responsibility and advancement, could not be included in the task-intrinsic definition, for their reward, delivered to the worker in the form of recognition, advancement, etc., is not inherent in the nature of the task itself.

Jobs differ in the initial proportion of intrinsic and extrinsic motivational components. These differences may, in part, be due to the flexibility and amount of structure built into them by the employer or by the previous occupants. A job description is usually a poor exposition of these relationships and knowledge of the proportion of the intrinsic component is generally transmitted by word of mouth, usually from other employees in the organization. Thus a prospective employee may ask how much freedom to "do your own thing" there is on the job, or "how much does the boss ride you?" These questions are mainly directed to ascertaining the amount of flexibility existent in the job that would allow scope for interest and personal growth.

One might expect that jobs with less potential for intrinsic satisfaction would be designed to yield greater extrinsic reward - higher salary, status, etc., but the reverse is often the case. Blue collar jobs that provide little satisfaction in their accomplishment are often poorly salaried and of low status. Their main source of satisfaction may be, as Menninger stated, that they leave the worker exhausted. Realizing this, workers organize into unions and demand increases in extrinsic reinforcement. They insist on higher salaries and more task-extrinsic benefits such as pensions, medical care, shorter hours and longer vacations, for these reinforcements are easily pinpointed and described in contracts. They are also measurable and distributable across all employees in a company. They are also easier for the employer to deliver.

Recently there has been a move by workers to demand that jobs be restructured to provide greater interest. Unions are demanding that jobs be made less boring and repetitious. Gains of this kind are as rewarding to workers as is additional material reinforcement.

In an attempt to describe a utopian society, Skinner, in Walden II (Skinner, 1962) proposed a credit system which would make it possible to evaluate jobs in terms of the willingness of members of the exposition of these relationships and knowledge of the proportion of the intrinsic component is generally transmitted by word of mouth, usually from other employees in the organization. Thus a prospective employee may ask how much freedom to "do your own thing" there is on the job, or "how much does the boss ride you?" These questions are mainly directed to ascertaining the amount of flexibility existent in the job that would allow scope for interest and personal growth.

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In an attempt to describe a utopian society, Skinner, in Walden II (Skinner, 1962) proposed a credit system which would make it possible to evaluate jobs in terms of the willingness of members of the replacing the diminishing intrinsic character of their jobs with increased extrinsic reinforcement.

The speed at which jobs and other activities evolve into pure work depends in part on the characteristics of the activity itself. Some games and jobs seem to have a high initial level of complexity and ambiguity, but are soon structured, readily mastered, and become repetitive and boring quickly. Others allow greater scope for players and workers to restructure their activities. Games and jobs that involve social interchange to a large degree tend to remain exciting and interesting longer. For humans, the most complex and unpredictable elements in our environment, allow greatest scope for flexibility and learning experiences.

But interpersonal type jobs also require the maximum degree of flexibility and adaptability in a worker. They require him to be tolerant of and to prefer stimulation with a high level of uncertainty and to react competently in the presence of high levels of ambiguity. This does not mean that he must abhor extrinsic reinforcement, but rather that he must insist on activities with high intrinsically motivating character.

Maslow (1954) ordered the various motivating forces into a hierarchical structure, suggesting that extrinsic type needs such as physical security and biological stability are responded to primarily and only when these needs are quiescent are non-biological or intrinsic motivators dominant. Without questioning the necessity of the hierarchical structure one can still accept the premise of the simultaneous existence of intrinsic and extrinsic forces within an individual. People who work in close contact with the complex environments of other people must somehow be somewhat of a risk-taker or stimulus seeker.

Jobs involving a high degree of interpersonal contact often allow the introduction of novelty and ambiguity by the worker on the job. They also tend to be broad in scope and complex in nature so that they allow the possibility of developing interests in particular aspects of the job, in specialization. Such jobs can also permit restructuring by different workers so that they may all be performing seemingly identical but actually not the same jobs.

A second factor that affects the rate of evolvement of a job to pure work must be sought in the characteristics of the worker. Some people are more capable of rejuvenating and maintaining fun and interest in a job. These people may have greater sensitivity to irregularities and uncertainties in a situation. They may be able to ferret out subtle nuances in situations that seem homogeneous and therefore mundane to others.

Desmond Morris (1969) suggested a number of ways that people seem to react to boring environments. Among these are inventing novel activities or variations on familiar activities, artificially magnifying selected stimuli, and creating new problems to be solved. While he was concerned with exaggerated emphasis on these activities and stressed their unhealthy aspects, it must be recognized that moderate differences in these characteristics can be found among normal people everywhere, especially in their ability to generate variability on an everyday level. In fact, people who introduce novel arrangements of and new ways of reacting to ordinary situations are sometimes said to be creative and are lauded for their efforts.

Finally, some people are more motivated to work for extrinsic rewards. They are not entirely unconcerned with intrinsic satisfaction and a sense of doing a difficult job well, but rather are motivated largely by money, status, power, etc. Haywood (1971) argued that these people tend to prefer jobs that are predominantly work, i.e., safe, structured and mundane jobs. Such workers may allow any job to become mundane and uninteresting. They may also be attracted to the structured elements within a job and may drift towards the low intrinsically motivating portions thereof, leaving the exciting, and possibly insecure components to others. Thus they may prefer repetitive, clearly defined activities, such as shop clerking, to less structured, more variable but less secure activities, like commission sales.

Modern vocational counseling tends still to be concerned with Parson's (1908) three broad activities, understanding the individual, understanding the needs of the world of work and enmeshing the two. However, the determination of which characteristics of the worker and aspects of the work environment are important to be understood has varied from time to time and from theory to theory. This model argues that a vocational counselor should also concern himself with the three activities but should seek different measures. In the work environment he should seek to identify the initial proportions of intrinsic and extrinsic components of jobs. He should, in other words, not focus most of his examination on the shape of the job, its job description, but rather on its shapelessness, on its potential for flexibility.

The counselor should also concentrate on measuring the flexibility of the counselee, on his motivation to work in uncertain, fairly unstructured jobs and on his ability to induce novelty into games and jobs. Then, he should focus on enmeshing flexible workers with shapeless jobs.

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FEMALE IDENTITY AND OCCUPATIONAL COMMITMENT

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Today, one-third of the nation's labor force are women. Over the last half century, women have played an ever-increasing role in the labor force due to such factors as increased labor saving devices, greater longevity, and smaller families. And there is reason to believe that women will play an even greater role in the work force of the future.

These women are employed in jobs which are lower-skilled, lower-paying, and lower-status positions relative to positions predominantly held by men, and the skill, pay, and status gap is widening. Further, the major source of employment for college women--teaching--is an area in which the number of positions available to women is declining partly as a result of a lower birth rate which is reducing the number of children entering school at the lower grades, and partly because men are filling the teaching positions in the higher grades. Yet it is predicted that other feminine sex-typed positions cannot absorb the overflow. Meantime, there are certain male sex-typed professions such as medicine and dentistry, in which serious deficiencies presently occur and more serious deficiencies are projected for the future. Hedges (1970) has predicted that unless the career patterns of the college woman are changed, greater unemployment among college women will ensure.

Yet such considerations pose serious problems. Little is known of the career aspirations of the college woman. Research is needed to understand factors which influence the career choices of women. Research is needed to investigate the very complex and pervasive socialization processes within our culture which predispose the college woman to restrict her career aspirations. More research is needed to understand the experiences which women face after they have chosen and trained for a position which is traditionally held by men.

It is hypothesized here that a basic conflict exists between the behavior which others expect of a woman, and behaviors which are necessary for success in traditionally male positions. That is, a basic conflict exists between socially desirable feminine behavior and behavior of persons who hold leadership decision-making positions.

Broverman et. al (1970) found that traits which are socially desirable for females are that she be very tactful, gentle, aware of feelings of others, very religious, interested in her own appearance, neat in habits, quiet, have a very strong need for security, etc. In contrast, socially acceptable behavior for men are that they are to be independent, dominant, active, logical, adventurous, not emotional, make decisions easily, self confident, ambitious, competitive, to almost always always act as a leader, etc.

Reviews of the literature on leadership traits by Gibb (1954), Stodgill (1948), and others, report persistent trends as to what constitutes a successful leader. Very generally, successful leaders are more independent, autonomous, self-confident, achieving, active, and decisive--characteristics which are found to be socially acceptable behaviors for men but which are not socially acceptable behaviors for women.

Hence, a basic conflict occurs between behaviors that are expected of a woman, and behaviors that are expected of a person in a leadership decision-making position. That is, how can a woman be quiet, tactful, gentle, and have a strong need for security, and at the same time be independent, autonomous, self-confident, achieving, active, and decisive? Women who hold such leadership positions often speak of the "tight rope walking" they must do in order to succeed on the job while at the same time not deviating too markedly from behaviors which others expect from her as a woman.

Since leadership behavior is expected of men, it is no surprise that most leadership, decision-making positions are held by men. We refer here to such professions as scientists, professors, political leaders, doctors, lawyers, and business executives. In contrast, positions predominantly held by women, which we refer to as female sex-typed positions, include nursing, secretarial work, elementary school teaching, dietetics, librarian work--generally help-mate or supportive positions.

Given that male characteristics are more consistent with those behaviors expected of individuals holding male sex-typed positions--behaviors which are incompatible with that which is expected of the female--one might hypothesize that women who choose male sex-typed professions such as medicine, law, science, etc., or the "pioneers" as Rossi (1965) would call them, see themselves as less feminine--as defined by the feminine stereotype--and more masculine--as defined by the male stereotype. Further, women who choose the feminine sex-typed positions, that is, nursing, elementary school teaching, dietetics, etc., or the "traditionals" as Rossi would call them, and the noncareer oriented or the "homemakers" as per Rossi, will see themselves as more feminine and less masculine as defined by the sex-role stereotypes.

That is, women who choose predominantly male professions see themselves as more independent, autonomous, self-confident, and achieving, and less passive and dependent than are women who choose the more traditional feminine careers.

This is the issue to which Dr. Cowan is addressing, in her investigation of the self-concept and career choice of college women.

The study at Wayne State University takes as its point of departure Almquist's and Angrist's (1970) work on occupation choice among college women in looking at both traditionality of career choice and career orientation. Almquist and Angrist found that women aspiring to male-dominated fields, or pioneers as Rossi calls them had experienced broadening or enriching events rather than deviant experiences. The specific area of interest in this study was the relationship between career orientation, choice of a predominantly masculine or feminine field, and feminine self-concept.

It was predicted that career-oriented college woman would see themselves as less feminine that noncareer oriented woman and that women aspiring to predominantly male fields, or pioneers, would see themselves as less feminine, than traditionals, or women aspiring to predominantly female fields. It was also predicted that the ideal selves would be less feminine for career oriented and for pioneer women.

A sample of 300 college women was obtained through classroom instructors at Wayne State University, a large urban university in the center of Detroit. Instructors were asked to participate on the basis of two criteria: they were teaching fairly large classes and the instructors chosen would provide a comparison of liberal arts, education, and nursing students.

Of 500 questionnaires delivered to instructors, 300 were completed and returned. The determination of pioneer vs. traditional career-orientation was made through the use of the 1960 census data with the criterion of a pioneer being a college female who aspired to a field in which there were less than one-third women currently working. Some ambiguity exists in the determination of sex-typing of the field because the census data does not give sex breakdowns for many fields. For example, the breakdown of female psychologist for subareas in psychology is not available. Also, it was noted that women who aspired to a male dominated field often do so in terms of typically female interest in children; e.g. juvenile law or child clinical psychologist.

Using Angrist's criteria for career orientation, a subject was considered career oriented if she planned to enter the labor force as indicated on two of three questions asked. First, if she would probably want to work or definitely want to work if she had one or more children of school age and her husband's salary was adequate. Second, if fifteen years from now she would like to be a career woman; and thirdly, if her preferred adult role alternatives were full or part-time work vs. participating in clubs, volunteer work, hobbies, sports, concentrating on home and family.

There was no relationship between career orientation and sex of field in the sample. 84.4% aspired to predominantly female fields or were traditionals vs. 16.6% who were pioneers. 69.9% were career-oriented and 39.1% were non career-oriented. 49.5% of the sample were career-oriented toward predominantly female fields. A larger percent of women aspiring to male-dominated fields anticipated working full time. 24% of the liberal arts students aspired to male-dominated fields. It is interesting to note that many women are career-oriented but that if they are career-oriented toward traditional fields, a good proportion of them see themselves as working only part time. This part-time orientation, we feel, is part of the unrealism of career planning in women.

The scale used to measure feminine self-concept was that used by Broverman et. al., in several studies. The first page on the handout gives the 37 sex stereotypes used. The scale consists of 37 sex stereotypic terms on a seven-point bipolar scale. An independent assessment had shown that 26 of these terms were male valued; that is, the male pole is considered more generally socially desirable for men; while 11 items are female valued or considered socially desirable for women. The feminine self-concept scale was analyzed in several ways. First, an overall real and ideal feminine self-concept was obtained using all 37 items scored in the masculine direction. A further breakdown consisted of looking at the male and female-valued items spearately. Finally, the scale was scored on the basis of the socially desirable direction of the items, regardless of the sexual pole. Thus, the scales "easily expresses tender feelings" and "ambitious" would be scored in opposite directions for the feminine self-concept scale but in the same direction for the social desirability scoring, since both scales are socially desirable, although one is socially desirable for men and the other is socially desirable for women. Discrepancies for real and ideal self-concepts were obtained for each analysis although no predictions were made.

The second page of the handout shows the effects of the sex of field; that is, traditional or pioneer and career orientation. A multivariate analysis-of-variance for unequal n's was used with two factors (sex of field and career orientation) at two levels each.

The most striking finding was that women who aspire to male-dominated fields or the pioneers, see themselves as less feminine than the traditionals and also want to be less feminine than women oriented toward the more traditionally female fields. There were some trends in the data to indicate that women who are not career oriented show more discrepancy between the real and ideal feminine self-concept. In general, on the female valued items, women would like to be more feminine than they believe themselves to be and on the male valued items, they would like to be more masculine than they believe themselves to be.[1]

On the overall sex stereotype scale, both the real and the ideal selves of women aspiring to male-dominated fields were significantly less feminine than for more traditionally oriented women. Neither sex of field nor career orientation were related to the discrepancy between the real and ideal feminine self-concept.

On both the female valued and male valued items considered separately, the real self concept was less feminine for women aspiring to male-dominated fields.

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[1] Perhaps this indicates that college women would desire the best of both male and female cultural stereotypes.

For the ideal self concept, the pioneers were less feminine on the female valued items and showed the same trend on the male valued items. On the ideal self measure for the female valued items, an interaction between sex of field and career orientation was found with career oriented females aspiring to male dominated fields desiring to be less feminine.[2]

On the discrepancy between real and ideal self for both the female valued and male valued items considered separately, there was a provocative trend for non-career oriented women to show more discrepancy than career oriented women. If discrepancy between real and ideal self is an indication of adjustment as Rogers suggests, this finding might imply that career oriented women are more adjusted than college women who do not see themselves in career terms. In a changing society where college women may begin to think that career aspirations are not only possible but also desirable, the healthy college female is both more accepting of her image of herself on sex-typed characteristics and also has a broadened image of herself which includes occupational identity.

Although it is apparent that career orientation is not related to feminine self concept, either ideal or real, the choice of predominantly female or traditional field, as opposed to a predominantly male field clearly is related to feminine self concept. The data does not warrant the conclusion that socialization into femaleness PRECLUDES occupational choice into male dominated fields; however, the findings are not inconsistent with that hypothesis. Further analysis of the data should clarify the variable related to atypicality of chosen field and extent of career orientation in college women. Although Almquist and Angrist's data show that women who aspire to male-dominated fields have had broadening rather than deviant experiences, the Wayne State University sample will test this notion further since Wayne has a broader range of females in terms of such variables as sex, race, and aptitude. Angrist's finding that women whose mothers work are more career oriented may possibly be true only for middle class females. For less advantaged women, a working mother may be unrelated to career orientation.

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[2] The scoring of items in purely social desirability direction shows no significant effects. The effects are washed out by combining both male and female valued items.

Two points have been suggested here:

1. First, women who fit the cultural stereotype of feminity may find themselves incapacited or at least less adaptive in the kinds of occupational positions which this culture values.

2. Secondly, women who fit the cultural stereotype of feminity may not even find themselves in such a position because the data on college women shows that the women who see themselves as more feminine are less likely to aspire to traditionally-male fields. Thus the occupational development of women is truncated perhaps by her views about herself. We need to learn more about the opening of options of women both environmentally and psychologically so that the choices of what work women will do are made in a more open and broader context.

FOOTNOTE:

A final point of clarification should be made. We do not intend to imply that we are endorsing the view that women need only adopt the masculine sex-role stereotype as a resolution to the basic conflict noted here.

Both the feminine and masculine sex-role stereotypes contain both positive and negative aspects from the view-point of socially responsible behavior. What is needed is an amalgamation of the two roles in the development of a new adult image--one which captures the positive aspects of both roles and one which allows greater individual freedom for all members within our society to actualize their potential.

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Female Identity and Occupational Commitment

Gloria Cowan and Loretta Moore

Wayne State University

TOTAL SCORE MEANS (37 items)

	Real Self	Ideal Self	Discrepancy
traditional-career	139.12	163.43	23.03
traditional-noncareer	140.17	164.06	25.14
pioneer-career	153.30	173.82	20.88
pioneer-noncareer	147.47	168.80	21.47
Significance Level			
trad.-pioneer	.002	.05	n.s.
career-noncareer	n.s.	n.s.	n.s.
interaction	n.s.	n.s.	n.s.

FEMALE VALUED ITEMS MEANS (11 items)

	Real Self	Ideal Self	Discrepancy
traditional-career	30.56	27.42	2.89
traditional-noncareer	30.70	26.78	4.66
pioneer-career	34.97	31.61	3.36
pioneer-noncareer	31.20	26.13	5.07
Significance Level			
trad.-pioneer	.009	.01	n.s.
career-noncareer	n.s.	.11	.06
interaction	.13	.04	n.s.

MALE VALUED ITEMS MEANS (26 items)

	Real Self	Ideal Self	Discrepancy
traditional-career	109.47	134.72	25.57
traditional-noncareer	108.53	137.58	29.47
pioneer-career	118.00	142.27	24.33
pioneer-noncareer	116.27	142.67	26.40
Significance Level			
trad.-pioneer	.02	.10	n.s.
career-noncareer	n.s.	n.s.	.10
interaction	n.s.	n.s.	n.s.

G.C. Cowan and L. Moore
A.P.A., 1971

Male-Valued and Female-Valued Stereotypic Items

Feminine Pole	Masculine Pole
Male-Valued Items	
	Socially Desirable
Not at all aggressive	Very aggressive
Not at all independent	Very independent
Very emotional	Not at all emotional
Does not hide emotions at all	Almost always hides emotions
Very subjective	Very objective
Very easily influenced	Not at all easily influenced
Very submissive	Very dominant
Very excitable in a minor crisis	Not at all excitable in a minor crisis
Very passive	Very active
Not at all competitive	Very competitive
Very illogical	Very logical
Very home centered	Very worldly
Not at all skilled in business	Very skilled in business
Very sneaky	Very direct
Does not know the ways of the world	Knows the ways of the world
Feelings easily hurt	Feelings not easily hurt
Not at all adventurous	Very adventurous
Has difficulty making decisions	Can make decisions easily
Cries very easily	Never cries
Almost never acts as a leader	Almost always acts as a leader
Not at all self-confident	Very self-confident
Very uncomfortable about being aggressive	Not at all uncomfortable about being aggressive
Not at all ambitious	Very ambitious
Unable to separate feelings from ideas	Easily able to separate feelings from ideas
Very dependent	Not at all dependent
Very conceited about appearance	Not at all conceited about appearance
Female-Valued Items	
Socially Desirable	
Very talkative	Not at all talkative
Very tactful	Very blunt
Very gentle	Very rough
Very aware of feelings of others	Not at all aware of feelings of others
Very religious	Not at all religious
Very interested in own appearance	Not at all interested in own appearance
Very neat in habits	Very sloppy in habits
Very quiet	Very loud
Very strong need for security	Very little need for security
Enjoys art and literature very much	Does not enjoy art and literature at all
Easily expresses tender feelings	Does not express tender feelings at all

COUNSELING THE DISADVANTAGED ABOUT ENGINEERING AND RELATED TECHNOLOGY

A COUNSELOR EDUCATOR'S VIEW

William C. Bingham
Rutgers University

There are many variables which counselors need to attend to in helping disadvantaged youth to consider occupations such as engineering. Today's brief comments will address three of those considerations: Knowledge of opportunities, knowledge of self, and procedures related to entry.

Knowledge of Opportunities

While it is important that counselors guard against misleading clients with inaccurate information, the combination of exploding informational resources and fantastically sophisticated hardware made it clear that keeping abreast of specific and detailed information does not represent an efficient use of counselors' time. Their energies would be better spent by lending support to the establishment and maintenance of computerized retrieval systems in agencies such as the Employment Service, thereby making accurate information available at the touch of a button.

Knowledge of Self

It seems reasonable to assume that for this audience there is no need to dwell on the notions usually encompassed in a rubric such as self-knowledge. There are, however, a couple of aspects of self-awareness that seldom receive more than passing attention in counseling. It may be profitable to comment on them.

Presumably, counselors usually do a reasonably effective job in helping clients to consider aptitudes and interests when thinking about occupational alternatives. Less often do clients have adequate chance to think through their own aspirations and anticipations of satisfaction.

Although relatively little is known about how disadvantaged youth actually proceed in establishing and implementing their vocational aspirations, counselors tend to respond to the expression of vocational aspiration as if it were the logical outcome of having progressed through the stages explicated in the usual vocational development models. If the expressed aspiration did not in fact arise in the fashion described, then proceeding as if it had is likely to mislead the client. An informal survey conducted by the writer (Bingham, 1967) can illustrate the problem. Among 50 black young men in a residential training program it was found that those who chose to enter food service occupations did so because they expected that they could find jobs without facing discriminatory practices, and those who avoided food services did so because they wanted to avoid stereotyped jobs. In no case was there evidence that the individual had considered his own abilities, etc. in relation to job requirements. Counselors need to know which personal attributes an individual is attempting to implement, and they need to help clients find suitable ways to be successful implementers.

Clinical experience suggests that notions of aspiration are very often mixed up with notions of status, and as a result notions of satisfaction are also mixed up with notions of status. Consequently clients, expecially unsophisticated ones, appear to anticipate job satisfaction as a function of the occupational level to which they aspire. Unfortunately, the behavior of counselors often seems to reinforce such perceptions. This set of circumstances may be particularly unfortunate with respect to technological occupations. Clearly, there are many more opportunities available in technical jobs that require relatively lower levels of preparation than there are in the more professional and scientific jobs which require higher levels of preparation. Thus, a person who is really seeking to implement attributes related to high levels of mechanical activity may be seduced into trying to enter occupations which offer only limited opportunities for such implementation solely because either he or his counselor has been misled by the apparently "satisfying" high-status professional job title.

Entry Procedures

For the most part, counselors deal with clients at the point of entry into training institutions rather than entry into jobs. Traditionally, considerable weight has been placed on intelligence tests as a part of the admissions procedure. Even though intelligence test scores have been demonstrated to be associated with achievement, (e.g. Dyer, 1968), a number of questions suggest that the relationship between intelligence and achievement needs to be re-examined, especially where populations not adequately represented in the standardization and norming are concerned. Although minority groups tend to score low on measures of intelligence, Jensen (Munday, 1968) found many of them to have high intelligence in nonschool behaviors. The relationship between such nonschool behaviors and later success has not been studied. But academic and nonacademic achievements have been found to be unrelated (Holland & Richards, 1965). Even where intelligence is highly associated with success, it is moreso with success in training programs than with success on the job. In addition, it is generally acknowledged that given the minimum essential of intelligence for success, additional increments of intelligence are not related to differential levels of success. One problem in this connection is that the minimum required for success is usually unknown. And Hoyt (Munday, 1968) found that college grades are not related to later adult achievement.

Beyond the fact that the role of intelligence measurement needs to be reconsidered, it is clear that attributes other than intelligence are also associated with achievement. Much more effort than has been typical needs to be directed to seeking a fuller understanding of what those attributes are, how they can be assessed, and how they can be nurtured. School counselors need to understand their clients well enough to be able to tell admissions officers that a particular student can succeed in spite of apparent deficiencies, and they must be prepared to explain which of the student's attributes are the indicators of success.

Finally, it is primarily the fault of counselor educators that counselors are not already better prepared to make predictions in these terms.

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Information System for Vocational Decisions

ABSTRACT
The author asserts that financial support of guidance activities, the job of the counselor, and counselors themselves will all have to change if computerized guidance support systems are to come into widespread use. The potential costs, benefits, and operating economics are discussed. Needed educational reorganization is dealt with on several levels: (1) the Information System for Vocational Decisions (ISVD), which is basically an inquiry system, will function optimally only in a school climate where inquiry is the major pedagogy; (2) an ISVD program will require that books, films and computer console arrangements be effectively coordinated; and (3) an ISVD program ideally will be available to people other than students in places other than schools. Counselor attitudinal cahnges needed for effective implementation of a computerized guidance program, as well as the resultant demands on counselor training, conclude the paper. (TL)

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Information System for Vocational Decisions

ABSTRACT

Through a description of an imitation career, the author introduces the complexities involved in programming a man-machine system which facilitates individualized career development. The interaction of man and machine is programmed, in the imitation career, because the individual descriptions of events in career chronologies, vitae and organizations are programmed for comparison with the computer's public descriptions of them. The imitation career is specified as an instrumentality in career development into which the author has integrated most of the important work on vocational development. The author indicates that more research will provide machines which: (1) can develop careers for individuals in the simulation sense of "imitation;" (2) will develop careers with individuals in the instrumentality sense of "imitation;" and (3) develop careers for themselves in the artificial intelligence sense of "imitation." He concludes, however, that in actuality machines don't develop an individual's career, but only help individuals understand their career development. (TL)

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ABSTRACT

The human life course is examined so as to clarify the nature and meaning of age to members of different social classes at different periods of their lives. The author utilizes a developmental framework: life is made up of interrelated role sequences involving cumulative learning. Each stage builds on the previous ones. Within this framework, the role possibilities and expectations for individuals at different ages are considered. Some, such as school age, have been specified in law. Others are based on normal maturation in children (e.g., the age for walking). Still others are derived from the nature of the economy and social organization (such as the "marrying" age). Some of the problems resulting from age stratification are pointed up. For example, failure to meet certain age-bound expectations can cause problems at a later age. Also, some age expectations are met more easily by members of one social class than by members of another. (TL)

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ABSTRACT

This report discusses a week long institute (May 11-15, 1970) [illegible] guidance that was held at Colorado State University [illegible] from 19 states and 52 cities. The institute dealt with 5 problem [illegible] need for counselors to reach disadvantaged persons in metropol[illegible] concern over improving vocational counseling competency; (3) the [illegible] outside resources available to counseling professions; (4) the [illegible] of developing working relationships with business and [illegible] desire for establishing methods of bringing the helping professions [illegible]. To deal with these 5 issues, the institute included guest speakers, [illegible] interaction, and field trips. Speeches are included. Based [illegible] questionnaires completed by the participants, the institute director [illegible] the participants were favorably impressed with the institute, and, upon return to their own institutions, were revising their career planning programs. (Author/RK)

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IDENTIFIERS

ABSTRACT

This publication reports the activities of an institute for in-service training of professional persons responsible for vocational-technical education in eastern metrolpolitan areas. Three related problem areas were seen as reasons for the development and focus of this institute. These included: (1) lack of guidance counselor involvement in the placement of vocationally oriented students; (2) lack of counselor interest and expertise in working with the hard-core unemployed in a school setting; and (3) the need to develop new and innovative models for in-service training of counselors in both of the above areas. The objectives of the institute were to acquaint guidance personnel with: (1) the requirements of entry level jobs; (2) the great variety of job skills provided by vocational programs; (3) the necessity for being conversant with the real needs of modern industry, business and agriculture; and (4) the need to build in youth a respect for jobs not requiring a college education. The institute participants were provided with the opportunity to: (1) hear experts in the fields of placement; (2) visit the Technical High School in Syracuse, New York, to talk with students, teachers and administrators; and (3) spend time in workshops devoted to discussing vocational counseling models. (Author/RK)

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AUTHOR
Lutes, Carol

TITLE
Equal Opportunity -- and You.

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INSTITUTION (SOURCE)
Equal Employment Oppurtunities Public Service Commission of Canada

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DESCRIPTIVE NOTE
23p.; Paper presented at Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971

DESCRIPTORS
*Career Planning; *Vocational Counseling; Career Change; *Career Choice; Role Perception; *Working Women; *Females; Womens Education

IDENTIFIERS
Canada

ABSTRACT

The author suggests alternatives to chip away at occupational traditionalism and vestigal hang-ups shared by men and women about women in the world of work, and which encourage the development of programs to ensure that equal opportunity will be a reality. Background statistics are presented which indicate that women are increasingly entering the world of work, but are increasingly concentrated in the relatively less skilled, less rewarded, and less rewarding fields of work. Restrictive hiring practices and subtle forms of discrimination which still persist based on old myths about women's capacities, performances, their work life expectancy, and their absence rates are cited. Several ideas are recommended for counselors. Among these are: special careers' nights for girls and their parents to broaden the perspectives of both on their work horizons; more and better occupational information designed to erode the stereotypes and encourage a wide range of occupational choice; stimulate early interest in developing individuality of girls; use of parent conferences to help parents understand changing roles and changing choices in the career decisions of girls; and use of co-educational group counseling sessions to explore attitudes and expectancies. (MA)

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AUTHOR
Tiedeman, David V.

TITLE
The Information System for Vocational Decisions: Description, Subsequent Development, and Implications. Information System for Vocational Decision. Project Report No. 16b.

SOURCE CODE MGG30910
INSTITUTION (SOURCE) Harvard University, Cambridege, Massachusetts, Graduate School of Education

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SPONSORING AGENCY Office of Education (DHEW), Washington, D.C.

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JOURNAL CITATION

DESCRIPTIVE NOTE 49p. Part 2 of this paper was presented at the Symposium of Perspective on Vocational Development, Washington University and the Dentral Midwestern Regional Laboratory, Inc., St. Louis, Missouri, 30-31 July 1968.

DESCRIPTORS
*Information Theory; *Information Systems; *Vocational Systems; Occupational Information; Educational Technology; *Computer Oriented Programs; *Career Planning

IDENTIFIERS

ABSTRACT

The author provides a rationale for the computer making a great impact in the area of vocational counseling. He suggests the Informational System for Vocational Decisions (ISVD) and recommends a process whereby data about educational, military, and vocational opportunities are turned by each inquirer into information about a personally-determined career. The data are primarily like the files of abstracts created by Educational Research Information Centers (ERIC) system. The system guides the inquirer through personal interaction with the data files. In order to check, evaluate, and encourage understanding a computer control fuction called monitor is further explained. Monitor operates at various levels of awareness related to different stages of exercising personal responsibility during the decision-making uses of the ISVD. Implications for counseling include becoming familiar with computerized guidance information systems, their potential for improved guidance services by bringing facts and data and their scientific processing directly to the inquirer as well as the means of economically making them feasible within one's own institution. (MA)

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AUTHOR

TITLE
Raleigh-Durham Area Vocational Guidance Institute for Counselors of Minority Youth.

SOURCE CODE BBB05995	INSTITUTION (SOURCE) Department of Health, Education, and Welfare, Washington, D.C., Office of the Commissioner of Education
SP. AG. CODE	SPONSORING AGENCY

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JOURNAL CITATION

DESCRIPTIVE NOTE
131p.

DESCRIPTORS
Minority Groups; Negro Employment; *Employment Trends; *Manpower Utilization; Career Opportunities; *Occupational Guidance; *Employment Programs; Employment Potential; Institutes; *Disadvantaged Youth; Youth Employment

IDENTIFIERS

ABSTRACT
This institute was planned to assist public school counselors in their work with minority and deprived youth by providing information about employment conditions and opportunities in local geographical areas, by establishing regular communication lines between the schools and business and industry, and by furthering the counselors knowledge of the attitudes which these youth have towards employment, education, their place in society, and the world beyond their experience. To achieve these purpose, the series of institute sessions included speeches, panal discussions, and group meetings with key business and industry personnel, and guided tours of plant and business operations. Additional sessions were concerned with minority group youth and their problems in planning for future work and minority group workers and their experiences in the world of work. Further sessions were concerned with the experiences of educational and government personnel involved with minority groups occupational orientations and placement. Detailed descriptions and evaluations of these sessions are included. (RK)

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AUTHOR
Coleman, James S.

TITLE
How Do the Young Become Adults?

SOURCE CODE	INSTITUTION (SOURCE)
LYR39605	Johns Hopkins University, Baltimore, Maryland. Center for the Study of Social Organization of Schools
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JOURNAL CITATION

DESCRIPTIVE NOTE 17p. Paper presented at the American Educational Research Association 1972 Annual Meeting, April 3-7, 1972, Chicago, Illinois.

DESCRIPTORS
*Socialization; *Social Development; *Youth; Young Adult; *Role Theory; *School Role; Vocational Development; Instituional Role

IDENTIFIERS

ABSTRACT
This paper examines the current and changing roles of the school, family and workplace in the development of young people into adults. Due to changes in these institutions, young people are shielded from responsibility, held in a dependent status, and kept away from productive work-all of which makes their transition into adulthood a difficult and troublesome process. The paper suggests that the young need to be provided with a variety of skills so they can more easily and effectively make the transition to adulthood. The role of the school should be to provide only intellectual skills, while other skills may be more effectively learned through active participation in the occupational institutions of society. (Author)

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Tiedeman, David V.

TITLE

Information System for Vocational Decisions, the Role of Decision-Making in Information Generation, an Emerging New Potential for Guidance. Project Report No. [illegible]

INSTITUTION (SOURCE)

[illegible] Harvard University, Cambridge, Massachusetts; Graduate School of Education

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DESCRIPTIVE NOTE
15p.

DESCRIPTORS

*Information Systems; Computers; Guidance; Decision Making; *Career Choice; *Occupational Guidance; Vocational Development; Vocational Interests; *Occupational Information; Secondary School Counselors; *Man Machine Systems; Guidance Programs

IDENTIFIERS

Information System for Vocational Decisions (ISVD)

ABSTRACT

The information system of the Educational Resource Information Center (ERIC) program and that of Information System for Vocational Decisions (ISVD) are compared. The ERIC system, with its focus on data reduction and interactive retrieval, is seen as lacking certain crucial components which would make of it an information generating system, one which because of its design will involve users in a personal decision-making/change process. Elements being deliberately built into the ISVD system include: (1) data reduction by the inquirer himself and his subsequent retrieval of this data; and (2) explicit attention to personal decision making during both of these stages. The total system is intended to turn facts/data about educational, military and vocational opportunities into the information of a personally determined career. The system's datafiles are described, as is the author's conception of how the system and its users interacting will utilized them toward the goal of the users' purposefully and personally choosing their own careers. (TL)

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AUTHOR

TITLE

An Evaluation of Career Guidance Films.

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CI019870	Culver City Unified School District, California

SP. AG. CODE	SPONSORING AGENCY
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DESCRIPTIVE NOTE

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DESCRIPTORS

*Films; Audiovisual Aids; Audiovisual Communication; Instructional Films; Occupational Guidance; Vocational Interests; *Career Planning; Career Choice; Vocational Counseling; Career Education; Goal Orientation; *Guidance; Occupations; *High School Students; *Evaluation

IDENTIFIERS

ABSTRACT

The primary goal of this project was to motivate and assist school staffs in planning and implementing effective vocational guidance programs. A second goal was to determine in what ways and under what conditions the vocational guidance series, Careers in the 70's, contributes positively to vocational guidance programs. High schools in four california districts were selected to participate in this project. A random sample of students from four schools served as subjects. The findings strongly support the value of including the Careers in the 70's film series as part of a vocational guidance program. In the four schools included in the project, the films positively affected students' attitudes toward work and motivated them to seek additional information and to make career choices. The films also exposed them to many new jobs and encouraged them to explore other jobs available. However, it was not possible to generalize to programs that would merely show the films without their being an integral part of a planned program. (Author/BW)

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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ERIC REPORT RESUME

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AUTHOR
Huntsburger, Steve; And Others.

TITLE
An Evaluation of the Indiana Career Resource Center.

SOURCE CODE
BBB05934

INSTITUTION (SOURCE)
Indiana University, South Bend

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DESCRIPTIVE NOTE
55p.

DESCRIPTORS
*Career Education; Careers; *Career Choice; *Career Planning; *Occupational Guidance; Vocational Education; Vocational Development; Vocational Interests; Guidance; Goal Orientation; *Student Reaction

IDENTIFIERS

ABSTRACT

An evaluation was conducted of the services and materials by the Indiana Career Resource Center. The center is an area information center which has a large number of functions in the surrounding area and comes into contact with many groups. A three part questionnaire was designed to evaluate the center's performance. The three sections were: (1) an information section about the respondent; (2) a section designed to gain information about the students' overall response to the center; and (3) a section to evaluate the response of adults to the school program which the Center offers. A number of conclusions are presented. It was generally concluded that the Indiana Career Resource Center is providing a service that has been well received by the students and has been helpful to them in acquiring valuable information about different careers. (Author/BW)

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TITLE

Women: Personal and Environmental Factors in Career Choice.

SOURCE CODE INSTITUTION (SOURCE)

[illegible] California University, Los Angeles; Center for the Study of Evaluation

SP. AG. CODE SPONSORING AGENCY

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JOURNAL CITATION

DESCRIPTIVE NOTE 20p.; Paper presented at the annual meeting of the American Educational Research Association in New Orleans, Louisiana on Februrary, 1973

DESCRIPTORS

Doctoral Theses; College Students; *Females; Working Women; *Work Attitudes; Feminism; *Career Choice; Career Planning; *Occupational Aspiration; Vocational Interests; Career Opportunities; Stereotypes; Cultural Images; Educational Responsibility; Higher Education; Occupational Guidance; *Vocational Counseling

IDENTIFIERS

ABSTRACT

The study explores the psychological and sociological characteristics of two groups of women: those who choose careers in stereotypic masculine occupations versus those who elect careers in stereotypic feminine fields such as teaching, nursing, social work, counseling, homemaking, library, and secretarial work. The sample consisted of 1646 upperclass college women who had the time and opportunity to develop reasonably firm career goals but had not undergone many goal modifications due to various external circumstances, e.g. marriage or children. Of the total sample, just 109 expressed career aspirations in non-traditional fields. Results suggest that women perceive a narrow range of career possibilities because they are fearful of venturing into a man's world; in addition, higher education has done little to expand women's awareness or interests beyond the sex stereotyped career roles. The author references other studies which indicate that counselors in higher education are ineffective in dealing with women students who are considering male-dominated careers. References are included. (Author/SES)

TESTS AND MEASUREMENTS

Problems in the Measurement of Vocational Maturity

John O. Crites

University of Maryland

The problems involved in the measurement of vocational maturity are not dissimilar to those encountered in the assessment of any variable, except that they are complicated by the hypothesized developmental nature of the behaviors to be quantified. Not only are there the general problems of reliability and validity in devising measures of vocational maturity, but there are several special problems which are occasioned by any attempt to operationally define variables presumed to change systematically over time. Foremost among these is the problem of formulating a measurement model which incorporates the merits of established approaches to test construction yet circumvents their shortcomings. A brief review of what these approaches are, and some of the criticisms which have been made of them, will serve to provide a point-of-departure for proposing a model appropriate for the measurement of vocational maturity, as well as other developmental concepts.

Approaches to Test Construction

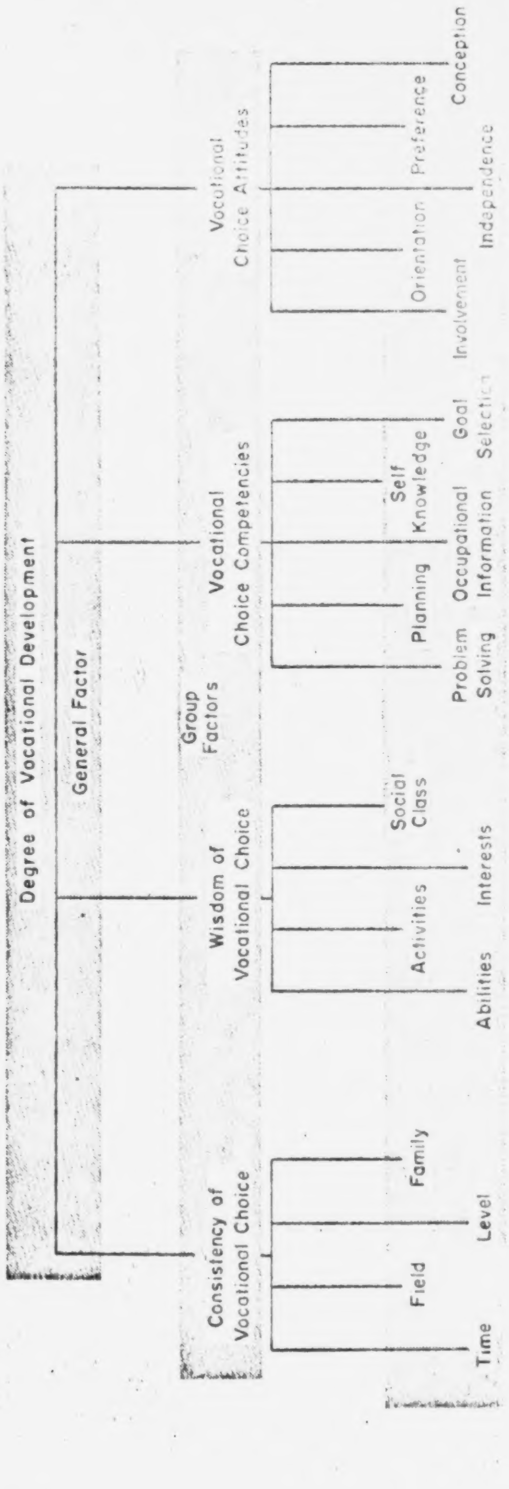
As with the construction of achievement/aptitude tests, interest inventories, and personality instruments, a choice has usually been made between one or the other of the two approaches to measurement which have been most commonly used in the past: the rational and the empirical. The former is exemplified by the Bell Adjustment Inventory and the Kuder Vocational, and the latter by the Minnesota Multiphasic Personality Inventory and the Strong Vocational Interest Blank. In the rational approach, as Travers (1951) has observed, the variables of interest are first identified and defined conceptually; next, items are deduced and written from explicit hypotheses concerning their appropriateness and relevance; and, finally, the hypotheses are tested empirically in the validation process. Similarly, Flanagan (1951) has delineated three steps in the formulation of comprehensive rationales for items: (1) Description of the Behavior; (2) Analysis of the Behavior; and, (3) Formulation of Item Specifications. In contrast to this explicit, self-conscious construction of tests, the empirical approach is more inductive and pragmatic. Travers (1951, p. 130) has characterized it as a "try-all-and-see-what-works" technique, but it is somewhat more deliberate than this. Typically, a pool of items is accumulated, usually with some phenotypic if not genotypic relevance, and scales are constituted from those items which differentiate the criterion groups. Validation then proceeds much as it does in the rational approach. The major difference between the two test construction methodologies is the way in which items are conceived and scored, but it is exactly this difference which is the source of their respective strengths and weaknesses.

The rational approach to test construction has been more useful in the development of intellective than nonintellective measures, but even with the former it has too often produced tests of ability (achievement, aptitude, intelligence, proficiency, skill, etc.) which have only modest empirical validities and negligible theoretical meaningfulness. Likewise with many interest and personality inventories: few of their _a priori_ scales correlate significantly with other independently defined variables. Thus, instruments such as the Edwards Personal Preference Schedule, even though based upon Murray's (1938) theory of needs, has belied its initial promise with its subsequent lack of validity for much of anything, including the effective control of social desirability response sets (Buros, 1965; Super & Crites, 1962). Conversely, the empirical approach has yielded measures which have "built in" validity but usually questionable theoretical relevance. The "dustbowl empiricism" which has been the raison d'etre of the Strong Vocational Interest Blank for the past 40 years has retarded, if not precluded, the construction of an useful theory of vocational interests (Crites, 1969). Similarly, the MMPI practically defies the formulation of a theory of personality linked to its content with items like "I think Lincoln was greater than Washington." And, the so-called "folk concepts" underlying the California Psychological Inventory, such as "Poise, Ascendance, and self-Assurance", are hardly more abstract or subsumptive. Which approach, then, should be taken in the measurement of vocational maturity: the rational which sacrifices validity for theory, or the empirical which eschews theory for validity?

Were this dilemma one of mutually exclusive options, it would be difficult to choose between the two approaches, but it would appear that there is a viable alternative, since neither methodology necessarily precludes the other. Although they have been treated as if they are categorically different, they can be considered as varying in degree, not kind. What test items are keyed rationally uninfluenced by experience, albeit often informal and subjective, and how many test items are written completely devoid of rationale, however implicit and inarticulate? It would seem that the solution to which approach to use lies less in deciding between them than in combining their best features. Consider a test construction procedure consisting of the following steps: First, the variables of interest are identified, either as found in theoretical propositions or through survey research (Edwards, 1954), and are given conceptual or "literary" definitions (Underwood, 1957). This step encompasses the aforementioned sequence of formulating comprehensive test rationales as outlined by Flanagan (1951). Second, items are written to conform with the rationales as well as whatever relevant behavioral data are available. The latter can be accumulated from "free-response" forms of preliminary tests with item stems phrased as questions (Cook, 1951; 1958). Not only does this innovation avoid the artificiality of "armchair speculation" but it provides a large universe of content for item foils. Third, and last, the item pool is "tried out" against the criterion groups of interest. Those items which differentiate significantly are both theoretically meaningful, because they have been deduced rationally, and psychometrically valid, because they have been related empirically to the criteria.

Measurement of Vocational Maturity

The application of the combined rational-empirical ("rapirical") approach to the measurement of vocational maturity, following the steps just ennumerated, required first a specification of the variable(s) to be quantified. These were initially conceptualized and defined by Super (1955), who identified five major dimensions of vocational maturity during adolescence: (1) Orientation to Vocational Choice; (2) Information and Planning; (3) Consistency of Vocational Preferences; (4) Crystallization of Traits; and, (5) Wisdom of Vocational Preferences. Crites (1965) subsequently elaborated upon the Orientation, Information, and Crystallization dimensions and proposed that they be further analyzed into what might be called Vocational Choice Competencies and Vocational Choice Attitudes. Along with the Consistency and Wisdom variables, these revised dimensions were incorporated into the construct of vocational maturity shown in Figure 1.


Degree of Vocational Development
General Factor
Group Factors
Consistency of Vocational Choice
Wisdom of Vocational Choice
Vocational Choice Competencies
Vocational Choice Attitudes
Time
Field
Level
Family
Abilities
Activities
Interests
Social Class
Problem Solving
Planning
Occupational Information
Self Knowledge
Goal Selection
Involvement
Orientation
Independence
Preference
Conception

This schema was adopted from Vernon's (1950) hierarchical model of intelligence, in which the three levels represent increasing degrees of generality. At the most specific, operational level of the construct are the vocational behaviors which presumably mature during adolescence. At the intermediate level, they in turn comprise group factors on the basis of their hypothesized within- and between-cluster communalities. And, at the highest level of abstraction, the general factor represents the common variance among the groups and defines overall "degree of vocational development". This construct, then, provides a substantive model for the measurement of vocational maturity: the hypothesized dimensions along which vocational behaviors develop and their expected interrelationships.

There remains, however, the problem of an appropriate and adequate psychometric paradigm for vocational maturity. By analogy, the obvious choice would appear to be an age-scale like the Stanford-Binet. In an early analysis of vocational maturity, Super (1955, p. 153) observed that it "may be thought of as vocational age, conceptually similar to mental age in early adolescence, but practically different in late adolescence and early adulthood because more distinctions can be made in the developmental curve at these stages." The advantage of the age-scale model is that it "builds in" the time dimension, which is a sine qua non in the measurement of any developmental variable. Only those items are included which differentiate among successive age levels. In the Stanford-Binet, however, this procedure has resulted in "the lack of comparability of scores and score dispersions at different age levels, due to the assignment of different items or tests to those levels by frequency counts or percentage passing" (Crites, 1961, p. 257). The adoption of a point-scale format, as exemplified by the WAIS, in which there are homogeneous groupings of items, solves this problem but not that of incorporating the time function as an index of development. In other words, the psychometric problem in measuring vocational maturity is one of constructing scales whose items (1) are related to time and (2) are comparable from one time unit to another. Given these specifications, it would then be possible to establish norms on the incidence of vocationally mature behaviors both within and between age and/or grade groupings.

A measure which fulfills these psychometric desiderata, as well as those of a rational-empirical approach to test construction, might be developed as follows: First, items are written which are theoretically relevant to the construct of vocational maturity and also linquistically representative of the verbal vocational behavior of adolescents. Second, those items are selected as indices of vocational maturity which differentiate among age and/or grade levels in adolescence in a systematic way. By the latter is meant that the function of the item means over time should be either linear or monotonic, the assumption being that developmental curves during this stage of life are progressive. Such functions may be either increasing or decreasing, thus allowing for both the acquisition and extinction of responses, and they may be either proportional or disproportional, depending upon the rate of vocational maturation, but they may not be curvilinear. In other words, the curves should not significantly reverse themselves. Finally, once items have been selected according to these criteria, research needs to be conducted on their other psychometric characteristics. It is necessary to demonstrate their developmental relationship to time, but not sufficient to establish them as useful measures of vocational maturity. Further studies must be made of internal consistency, response bias, stability, and validity. When these have been completed, theoretical and applied research can be undertaken to test hypotheses and evaluate interventive programs, respectively.

Summary

These substantive and psychometric problems in the measurement of vocational maturity are only a few which can be identified, and the solutions to them are provisional and tentative, subject to future revision as the relevant data are gathered and analyzed. Problems which have not been discussed, but which are critical to the study of vocational maturity, include such imponderables as how to partition developmental score variance from stable and error variance, and how to control for the effects of environmental change and repreated measurements in longitudinal designs (Wohlwill, 1970).

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Figure Caption

1. The construct of vocational maturity.

THE USE OF SSII IN COUNSELLING

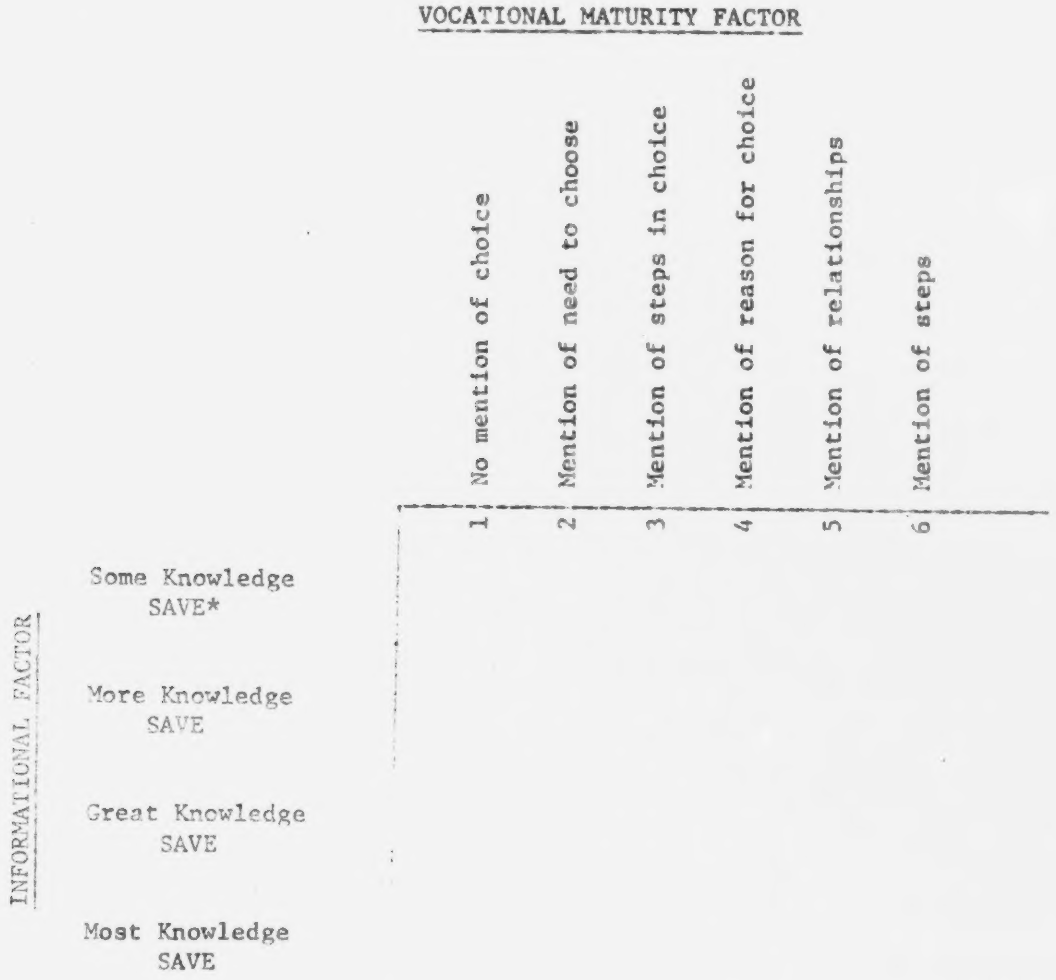
D. W. Feltham
Supervisor of Guidance
Calgary School Board
Calgary, Alberta

Learning to choose is an integral part of a person's life. Decisions are being made daily as a result of random selection or planned action. However, wise decisions require planning and information is necessary for planning. This paper will attempt to relate the SSII to a decision-making model and show how it can be used as an important informational factor in enabling students to become goal directed and assume more responsibility for being and develop their confidence in becoming.

The goal of guidance is to encourage the student to establish purposes so that he will evolve his own goals. The student must compare his current experiences with the conditions that he desires while noting that what he desires does not exist. Nevertheless, it is possible to compare what is with what may be. In so doing, the student is encouraged to choose, develop, modify, and perform in such a manner as to approach his desired goal. Information is necessary, but the other part of the process, a strategy for choosing, is the important factor because it involves a person's own values, preferences and desires. Students should know the relative importance of each possible alternative and outcome before making a well-considered choice. The more knowledge a student has about the range of alternatives the more he is able to exercise his freedom to choose. The more he is aware of his values, the more able he is to bring about the outcomes he desires. Another factor involved in wise decision making is to find out where the student is in the decision-making process because the degree of vocational maturity will undoubtedly affect the risk of error.

If an individual is to begin to make decisions about the future, he must have adequate knowledge and a vocational maturity. To put it more succintly, if he is to cut down the "risk of error" in making choices, he must be competent in the handling of both the "Vocational Maturity Factor" and the "Informational Factor". The strategy for decision making can then be graphed on a two-dimensional plane.

FIGURE I - STRATEGY FOR DECISION MAKING


VOCATIONAL MATURITY FACTOR
1 No mention of choice
2 Mention of need to choose
3 Mention of steps in choice
4 Mention of reason for choice
5 Mention of relationships
6 Mention of steps
INFORMATIONAL FACTOR
Some Knowledge SAVE*
More Knowledge SAVE
Great Knowledge SAVE
Most Knowledge SAVE

* SAVE represents the individual's knowledge about his social, academic, vocational and emotional competence. This model was developed by Dr. C. Safran in his original decision making manuscript.

FIGURE II - RISK OF ERROR IN MAKING DECISIONS
"INDIVIDUAL A"

Individual A has "more knowledge", step 2 (Informational Factor) and he is at Level 3, "Mention of Choice" (Vocational Maturity Factor).

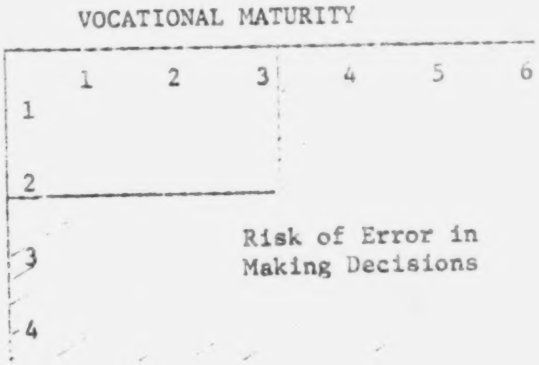

VOCATIONAL MATURITY
1
2
3
4
5
6
1
2
3
4
Risk of Error in Making Decisions

FIGURE III - INDIVIDUAL B

Step 4 - Information **Level 5 - Vocational Maturity**

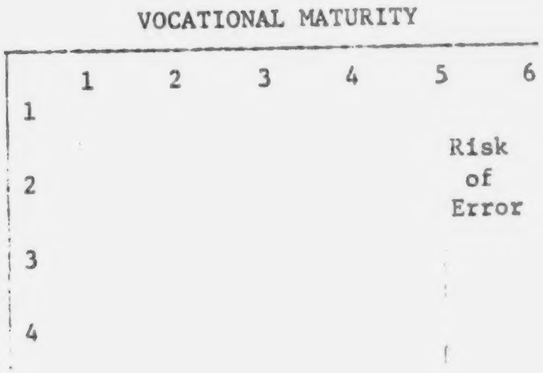

VOCATIONAL MATURITY
1
2
3
4
5
6
1
2
3
4
Risk of Error

Figure II and Figure III clearly indicated the strategy of decision making. Individual B has far less chances of making errors in his choices than Individual A.

The decision-making process involves using the model and working through the following steps:

1. Select a goal.
2. Collect all pertinent information.
3. Establish and examine alternatives and possible consequences.
4. Select an alternative after weighing the risks against the values involved.
5. After implementation of one's choice, pericdic examination should occur to make provisions for modifications in order to approach the desired goal.

This latter part of the paper only stresses one area of information, namely interests, although other information included in SAVE should not be ignored in any strategy of decision making. In today's society many people are questioning intelligence, personality and aptitude measures because they tend to label students. The emphasis seems to be on positive growth and students are encouraged to maximize their individualities. In this regard, interest inventories have been more widely accepted by students and parents because there are no right or wrong answers, no stigma attached to a score and student interests are subject to change as they reach maturity. Dr. P. E. Vernon, in his paper, "Diagnosis in the Junior High School By Group Tests", The Western Psychologist Monograph Series No. 2, indicates that the SSII was tremendously popular with students and appeared to be more meaningful and disgnostically valuable. K. E. Nichols, in a research project using the SSII, states the SSII is a useful instrument for counselling college-bound students. It is short, easy to administer, easy to score, and it discriminates between faculties. Other evidence also supports interest inventories, provided counsellors are involved in interpreting the information to students and that the tests are used in assisting students to discover, explore and discuss occupations related to particular interest areas.

The Safran Students Interest Inventory has been used successfully in the Calgary School System for seven years. The SSII has three other dimensions that make it an effective counselling tool. First, student interests are related to school subject areas. Secondly, students rate themselves on four levels of ability - academic, technical, social, and clerical. This enables students to look at their self-concept realistically. Thirdly, occupations are grouped not only in particular interest areas but according to educational and academic levels as well. The reasons for adding other dimensions are to stimulate greater student interest in subject areas and to make it more relevant and meaningful to them, to provide an opportunity for students to assess their academic level and relate this information to occupations, and to show students that their interests may be satisfied in occupations requiring more or less education, depending on student achievement at a given point in time. In effect, the four dimensions may assist students in personalizing this information so that they may make better decisions. It also provides the counsellor with positive information on the student, regardless, of his degree of academic success within the school setting.

The turning of occupational facts into information is a personal and educational process. Personal knowledge is the interplay of facts, ideas, purposes and action. Any information without this is worthless because we cannot look solely toward facts, data, and information in isolation from persons and processes.

The aim is to make the student aware that good decision making must take into account his pattern of interests. Suggested group guidance procedures, using group techniques and interpersonal skills, will involve discussions on:

1. Interest and aptitudes
    - (a) definition of interests
    - (b) types of interests
    - (c) nature of interests
    - (d) contrast between interest and aptitudes
2. Interest Inventories
    - (a) Purpose
    - (b) SSII - its nature and organization
    - (c) Seven occupational interest areas measured
    - (d) Related Information
        - (i) Self rating levels of ability
        - (ii) School subject areas
        - (iii) Educational levels and occupations
3. Administering the Inventory
    - (a) procedures for administration
    - (b) totalling, transferring, obtaining grand totals and graphing
    - (c) self-rating levels of ability
    - (d) subject interest areas
4. Interpreting the results
    - (a) Ipsative approach
    - (b) Normative approach
    - (c) School subject interest
    - (d) Self-ratings of ability

The final stages of this study will attempt to relate the student's qualifications (interests, aptitudes, achievement, emotional and social maturity) to the world of careers, and to study the relationships between these qualifications and the requirements of the careers which interest him. A combination of an interest area and an educational level leads to career areas. This is indicated in the following table.

YOUR EDUCATIONAL AND CAREER PLAN

To make a decision about your future educational and career plans, you need to know:

1. your own qualifications (interests and aptitudes)
2. the world of careers
3. the relationships between your qualifications and the requirements of the careers which interest you.

STEPS TO FOLLOW.

The steps you follow in your educational and career planning should include the following:

1. Select your interest area and your educational level from the following table.
2. Select from a section or several sections of the table the careers you wish to study, possibly in a first, second, third etc. level of choice.
3. Study the summary lines in Career Trends and the career information sheets using the CIS numbers.
4. Obtain and study the related career information pamphlets.
5. Discuss with your school counsellor any problems you have in this process, and any requests you have for additional information.
6. Obtain all the information you can about your selected areas from other literature, from contact persons listed in the pamphlets and in the Panel in Career Trends. Watch for announcements of information sessions and open house sessions organized by post-secondary school institutions in your selected area. If possible, get some work experience in the area through casual or volunteer work.

Use every available means to ensure that you have the right educational and career plans; to indicate to an educational department that you should be enrolled in a training program or to a potential employer that you should be employed in a beginning job in your selected career area.

INTEREST AREAS USED IN THE TABLE.

1. ECONOMIC - interest in the business world, either in clerical detailed work or in sales work with people.
2. TECHNICAL - interest in work with machines and tools.
3. OUTDOORS - interest in outside activities.
4. SERVICE - interest in working with people.
5. HUMANE - professional service - interest in helping people.
6. ARTISTIC - includes creative work using drawing painting and printing material, music and dramatics.
7. SCIENTIFIC - interest in working with science ideas, equipment, and research.

CAREER AREAS: in terms of interest areas and educational level

The career information sheet number (CIS) is given before the career name.

INTEREST AREAS	EDUCATIONAL LEVELS			
	1. less than H S Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
1-2 Economic - Technical	90 Office Machine Technician (NAIT course)	107 Calculating Machine Operator 108 Bookkeeping Machine Operator 109 Offset Duplicating Machine Operator 116a Computer Console Operator		
1-3 Economic - Outdoor			55e Agri-business Technology	
1-4 Economic - Service	70 Waiter, Waitress 127 Butcher 143 Partsman 166 Hotel Careers 169 Laundry & Dry Cleaning Worker 178 Taxi Driver 180 Transit Operator	103 Mail Clerk 104 File Clerk 105 General Clerk 105a Customs & Traffic Clerk 106 Accounting Clerk 110 Telephone-Switchboard Operator-Receptionist 111 Typist 112 Stenographer-Secretary 112a Cashier 114 Banker 115a Air Traffic Controller 116 Keypunch Operator 116b Data Control Clerk	58 Banking Program (NAIT) 60 Business Administrator 79 Hotel, Motel, Restaurant Administrator 86a Medical Record Librarian 86b Medical Records Technician 88 Merchandising Administrator 98 Secretarial Arts and Science	34 Petroleum Landman 42 Business Economist 42a Business Marketing Manager 42b Business Administrator
1-5 Economic - Humane		117 Industrial Accountant 118 Insurance Career 119 Radio & TV Career 120 Sales Career 120a Passenger Agent-Airline 120b Library Aide - School Aide	82 Library Assistant	8 Chartered Accountant 16 Economist 19 Geographer 25 Lawyer 26 Librarian 39 Political Scientist 115 Civil Service Caree
1-6 Economic - Artistic	64 Commercial Sign Writer 155 Furrier 156 Printer 158 Watchmaker, Jeweller	113 Advertising Career	51 Advertising Art 77 Graphic Arts Administrator	
1-7 Economic - Scientific			65 Computer Technologist	12 Computer Scientist 27 Mathematician 27a Statistician
2-3 Technical - Outdoor	126 Bricklayer 139 Iron Worker 149 Roofer		55 Agricultural Equipment Technician (Olds)	

INTEREST AREAS	1. less than H.S. Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
2-4 Technical - Service	122 Auto Body Mechanic 123 Baker 128 Cabinet Maker 129 Carpenter 130 Cook 135 Factory Worker 135a Floor Covering Mechanic 136 Gas Fitter 137 Glassworker 138 Heavy Duty Mechanic 139a Lather 140 Machinist 141 Millwright 142 Motor Mechanic 145 Plasterer 146 Plumber 150 Sheet Metal Mechanic 151 Steam fitter 152 Tile Setter 153 Welder 157 Projectionist 159 Pilot - Aircraft 160 Canadian Armed Forces Tradesman 161 Railway Career 179 Truck Driver		54 Aircraft Maintenance Technology 57 Auto Service Technologist 63 Commercial Cook 63a Commercial Baker 63b Short Order & Specialty Cook 65 Diesel Mechanic 78 Heavy Duty Equipment Technologist 79a Industrial Production Technology 83 Industrial Engineering Technologist 84 Materials Technology 89 Millworker & Carpenter 94 Plastics Technology 95 Power Engineering 96a Radio & TV Technology 131a Dental Technician 159 Pilot - Airline	
2-5 Technical - Humane			131 Dental Mechanic	7 Canadian Armed Forces Officer
2-6 Technical - Artistic	144 Painter-Decorator			
2-7 Technical - Scientific	121 Appliance Serviceman 132 Electrician 133 Electrician-Power 134 Electrician-Communication 134a Electrical Mechanic 138a Instrument Mechanic 147 Radio Technician 148 Refrigeration Mechanic		52 Aeronautical Engineering Technologist 53 Air Conditioning and Refrigeration Technologist 61 Chemical Technology 72 Electrical Technologist 73 Electronic Technologist 73a Telecommunications Technologist 73b Broadcast Technologist 74a Food Processing 80 Instrumentation Technologist 85 Mechanical Engineering Technologist 100 Structural Technology	9 Chemist 17 Engineer 37 Physicist
3-4 Outdoor - Service	167 Firefighter - City 172 Policeman - City 173 Policeman - RCMP 174 Postman 175 Service Station Operator		97 Recreation Facility Operator	
3-5 Outdoor - Humane				41 Physical Educator 43 Recreational Directo

INTEREST AREAS	1. less than H S Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
3-6 Outdoor - Artistic	55c Gardener			
3-7 Outdoor - Scientific	154 Farmer		55a Agricultural Technician (Olds) 55c Horticulturist 55d Soil Technician 59 Biological Sciences Technologist 62 Civil Technologist 74 Exploration Technologist 75 Forest Technician 76 Gas Technologist 88a Meteorological Technician 91 Petroleum Technologist 101 Surveying Technologist	2 Agriculturist 4 Archaeologist 6 Biologist 9a Biochemist 18 Forestry Scientist 20 Geologist 21 Geophysicist 29 Meteorologist 48 Veterinarian
4-5 Service - Humane	163 Caretaker 164 Household Service Maid 176a Purser-Airline (Steward)	176 Stewardess - Airline	99 Social Services Technologist	11 Clergyman 44 Social Worker 45 Sociologist 47 Teacher
4-6 Service - Artistic	124 Barber 125 Beautician 169a Model 177 Tailor		55b Fashion & Design Merchandising Technician (Olds) 92 Photographic Technologist 96 Radio & TV Broadcaster 102 Television, Stage & Radio Arts	
4-7 Service - Scientific				3 Anthropologist 40 Psychologist
5-6 Humane - Artistic			81 Journalism Administrator	1 Art teacher 15 Drama teacher 24 Journalist 30 Music teacher
5-7 Humane - Scientific	170 Mortician 171 Nursing Aide 171a Nursing Orderly		66 Dental Assistant 67 Dental Laboratory Technologist 69 Dietary Service Technologist 80a Respiratory Technologist 86 Medical Laboratory Technologist 87 Radiological Technician 90a Optician	10 Chiropractor 13 Dentist 14 Dental Hygienist 22 Home Economist 28 Medical Laboratory Scientist 30a Naturopath 31 Nurse 32 Occupational Therapis 33 Optometrist 35 Pharmacist 36 Physiotherapist 38 Physician - Medical Scientist 38a Podiatrist 46 Speech Pathologist & Audiologist
6-7 Artistic - Scientific			56 Architectural Technologist 71 Drafting Technologist	5 Architect 23 Interior Design

*Although careers in this column do not require a High School Diploma, many persons obtain a High School Diploma before entering the career.

Career Information Services
[illegible] School Board.

Students may later seek out the counsellor more readily to help clarify information. Individual educational and vocational counselling sessions will undoubtedly be more productive as students gain further insight and become more involved in personal decision making.

In summary, I have attempted to express students' needs for greater interpersonal relationships with teachers and counsellors and their desire to become skillful in decision making by presenting a decision-making model, using a goal-oriented step-by-step approach for planning decision making, and taking the SSII as one variable in the information factor to illustrate how students may not only receive more educational and vocational information but by personalizing thir information it would raise their vocational maturity level and cut down on the risk of error. Finally, the ultimate goal is to develop student proficiency in decision making so that he may become more independent and take responsibility for the consequences of his decisions.

/vj

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IDENTIFIERS

ABSTRACT

Project TALENT is a nationwide, long term educational research study, both cross-sectional and longitudinal in its methodology and implications. Its main goal is to understand the nature and development of the talents of the nation's adolescents. More specifically, the goals are: (1) to obtain a national inventory of human resources; (2) to develop a set of standards for educational and psychological measurements; (3) to provide a comprehensive counseling guide which will be predictive of career satisfaction through the use of aptitude and ability ratings; (4) to formulate a better understanding of how adolescents choose their life work; and (5) to identify the educational experiences which better prepare students for their life work. This portion of the study, which was begun in 1960 and designed with followups 1, 5, 10, and 20, years after high school graduation of each of the 4 classes involved, provides information derived from the 5-year followup and includes 2 appendices of information relevant to the study. (Author/TA)

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Jones, G. Brian; And Others

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*Career Planning; *Computer Oriented Programs; *Guidance Programs; *Developmenta Guidance; *Systems Approach; Occupational Choice; Goal Orientation; Vocational Development

IDENTIFIERS

ABSTRACT

A Comprehensive Career Guidance System (CCGS) for programs of individualized education where computer support facilities are available is described. The CCG program employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling experiences for youth. This systematic approach involves 5 types of activities: (1) identification of youth development needs; (2) classification of objectives by commonalities and priorit (3) specification and selection of all possible alternative strategies for individualized programs; (4) design, scheduling, and implementation of selected strategies; and (5) evaluation and feedback of the efficiency and effectiveness designed programs. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluational materials and procedures available for student, parent, counselor, and teacher use. (Author/RK

no H.C.

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IDENTIFIERS

ABSTRACT

Many programs designed to improve youth career planning and development processes face several limitations. To imrove such methods such rationale are necessary: (1) make explicit the assumptions un derlying these programs; (2) describe the planning methods and criteria for deriving youth goals and performances objectives; (3) specify desired youth outcomes in terms of measureable criterion behaviors related to assessed needs; (4) make sure instructional and counseling procedures are feasible; (5) demand that the youth activies involved in the selected procdures are scheduled, and the staff services and material resources required to conduct these activities be collected and implemented; (6) employ summative and formative evaluation designs to study both the expected and unexpected outcomes of these programs; and (7) require continous revision of program activities, based on evaluation feedback, until such programs were fully effective for their intended audiences. (Author)

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IDENTIFIERS

ABSTRACT
During the past five years, staff of the American Instituteifor Research (AIR) in Palo Alto, California have been developing, field testing, and revising a guidance system especially suited to stystems of individualized education. A primary aim of AIR's Comprehensive Career Guidance System (CCGS) is to help each student plan wisely for the future. This paper has attempted to provide a rationale for, as well as examples of initial results from, the application of criterion-referenced measurement within an individualized career guidance syste. Goals in the area of 'life' education have been identified and important indicator skills isolated. Educational experiences have been constructed which relate to these goals. Assessement of desired outcomes is attempted in terms of skill demonstration on items which relate directly to the goals of instruction. Results are used both to assist individual students in mastering desired skills and to improve the guidance system itself. (Author/BW)

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IDENTIFIERS

ABSTRACT

This workshop report focuses on the necessity of broadening the base of evalutaion in higher education and beginning to look at types of student development other than purely academic: their characteristics, strengths, weaknesses, goals, values, motivations, and most effective learning styles. The need for non-standardized measures occurs in two contexts. First, in helping students plan their future there is frequently a need for appraisal of special talents or inclinations beyond those concerned with academic background or potential. Second, is trying to determine the effectiveness of a given program--such as counseling method, teaching approach, or orientation program--standardized measures are seldom appropriate indicators of success. The workshop provided some principles underlying non-standardized appraisal techniques. The two principles essential for this individual, primarily non-academic appraisal are 1.) student self-appraisal, asking him what you want to know about him, and 2.) prediction of future behavior by past behavior which resembles the future behavior. Both principles, the workshop leader felt, suggest the need for awareness of, or determination of, the environment where for a given individual [illegible] experiences have most likely occurred. Practical applications of these principles are included as examples from the workshop. References are included. (Author/SES)

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